<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>Create and conceptualize artistic ideas and work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding</td>
<td>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</td>
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</tbody>
</table>

**Essential Question(s):** Where do choreographers get ideas for dances?

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Essential Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td><strong>DA:Cr1.1.PK</strong></td>
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<tr>
<td>HS Advanced</td>
<td><strong>DA:Cr1.1.III</strong></td>
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</tbody>
</table>

**Explore:**

1. Respond in movement to a variety of sensory stimuli (for example, music, sound, visual, tactile) using different body parts and the whole body.

2. Respond in movement to a variety of stimuli (for example, music, sound, text, objects, images, symbols, observed dance) using different body parts and the whole body.

3. Explore movement inspired by a variety of stimuli (for example, music, sound, text, objects, images, symbols, observed dance, experiences) using various body parts. Identify the source.

4. Explore movement inspired by a variety of stimuli (for example, music, sound, text, objects, images, symbols, observed dance, experiences) using various body parts. Identify the source.

5. Explore a given movement problem in small groups. Select and demonstrate a variety of solutions.

6. Develop a movement problem in small groups. Select and demonstrate a variety of solutions.

7. Explore a given movement problem in small groups. Select and demonstrate a variety of solutions.

8. Explore a given movement problem in small groups. Select and demonstrate a variety of solutions.

9. Develop movement sequences that reflect similar or contrasting ideas generated from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and using choreographic principles.

10. Develop movement sequences that reflect similar or contrasting ideas generated from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and using choreographic principles.

11. Utilize expanded movement vocabulary and skills to choreograph dance sequences that respond to a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and using choreographic principles.

12. Utilize expanded movement vocabulary and skills to choreograph dance sequences that respond to a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and using choreographic principles.

13. Develop choreographed dances and dance studies in response to a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) that communicate ideas, stories, and feelings reflecting various cultures and historical periods.

14. Develop choreographed dances and dance studies in response to a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) that communicate ideas, stories, and feelings reflecting various cultures and historical periods.

15. Identify ideas for choreography, including a storyline, using a variety of stimuli.

16. Identify ideas for choreography, including a storyline, using a variety of stimuli.

17. Develop a solution to a movement problem using a variety of movement vocabularies and choosing artistic elements to utilize in the solution.

18. Develop a solution to a movement problem using a variety of movement vocabularies and choosing artistic elements to utilize in the solution.

19. Create an original dance study or dance. Communicate the stimuli and relationship between the stimuli and choreographed dances.

20. Create an original dance study or dance. Communicate the stimuli and relationship between the stimuli and choreographed dances.

21. Communicate ideas, stories, and feelings reflecting various cultures and historical periods.

22. Communicate ideas, stories, and feelings reflecting various cultures and historical periods.

23. Synthesize content generated from a variety of stimuli: Experiment and take risks to discover a personal voice to create, present, and explain artistic intent.

24. Synthesize content generated from a variety of stimuli: Experiment and take risks to discover a personal voice to create, present, and explain artistic intent.
**Plan**

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

**Essential Question(s):** What influences choice-making in creating choreography?

<table>
<thead>
<tr>
<th>Anchor Standard 2: Organize and develop artistic ideas and work.</th>
<th>Pre K DA:Cr1.1.PK</th>
<th>Kindergarten DA:Cr1.1.K</th>
<th>1st DA:Cr1.1.1</th>
<th>2nd DA:Cr1.1.2</th>
<th>3rd DA:Cr1.1.3</th>
<th>4th DA:Cr1.1.4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Improve a dance sequence that has a beginning, middle, and end.</td>
<td>a. Understand and demonstrate that dances have a beginning, middle, and end.</td>
<td>a. Demonstrate a series of dance sequences that have a beginning, middle, and end.</td>
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<tr>
<td>b. Engage in dance experiences moving alone, with a partner, and in small groups.</td>
<td>b. Express an idea, feeling, or image, through improvised and learned movement moving alone, with a partner, and in groups.</td>
<td>b. Choose movements that express feelings within an idea, emotion, musical phrase, or story moving alone, with a partner, and in groups.</td>
<td>b. Develop a dance phrase that identifies and expresses an idea, story or feeling. Discuss the effect of the movement choices.</td>
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**Plan**

1. **Pre K** DA:Cr1.1.PK
   - a. Improve a dance sequence that has a beginning, middle, and end.
   - b. Engage in dance experiences moving alone, with a partner, and in small groups.

2. **Kindergarten** DA:Cr1.1.K
   - a. Understand and demonstrate that dances have a beginning, middle, and end.
   - b. Express an idea, feeling, or image, through improvised and learned movement moving alone, with a partner, and in groups.

3. **1st Grade** DA:Cr1.1.1
   - a. Demonstrate a series of dance sequences that have a beginning, middle, and end.
   - b. Choose movements that express feelings within an idea, emotion, musical phrase, or story moving alone, with a partner, and in groups.

4. **2nd Grade** DA:Cr1.1.2
   - a. Develop a dance sequence that has a beginning, middle, and end.
   - b. Develop a dance phrase that identifies and expresses an idea, story or feeling. Discuss the effect of the movement choices.

5. **3rd Grade** DA:Cr1.1.3
   - a. Demonstrate a dance phrase with a beginning, middle, and end that has a main idea, and a clear end.
   - b. Develop a dance phrase that identifies and expresses an idea, story or feeling. Discuss the effect of the movement choices.

6. **4th Grade** DA:Cr1.1.4
   - a. Identify and explore different choreographic devices to create simple movement patterns and dance structures.
   - b. Develop a dance phrase that identifies and expresses an idea, story or feeling. Discuss the effect of the movement choices.

7. **5th Grade** DA:Cr1.1.5
   - a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
   - b. Develop a dance phrase that identifies and expresses an idea, story or feeling. Discuss the effect of the movement choices.

8. **6th Grade** DA:Cr1.1.6
   - a. Create movement patterns and solve movement problems using choreographic structures from a variety of cultures and dance styles and forms. Describe movement patterns and solve movement problems using choreographic structures from a variety of cultures and dance styles and forms. Discuss the process of making movement choices.
   - b. Develop a dance study or dance communicating clearly an idea, story, or feeling. Engage in the process of choosing among a variety of choreographic devices and dance structures. Discuss the process of making movement choices.

9. **7th Grade** DA:Cr1.1.7
   - a. Develop a dance study or dance communicating clearly an idea, story, or feeling. Demonstrate that dance studies have a beginning, a middle and end, and a clear end.
   - b. Develop a dance study or dance communicating clearly an idea, story, or feeling. Demonstrate that dance studies have a beginning, a middle and end, and a clear end.

10. **8th Grade** DA:Cr1.1.8
    - a. Collaborate with others in creating dance studies and dances that communicate a clear idea, story, or feeling with feedback from others. Engage in revision of choreography based on choreographic principles and processes designed to enhance communication of an idea, story, or feeling.
    - b. Develop an artistic statement for an original dance study or dance and explain how dance structures clarify the artistic intent.

11. **HS Proficient** DA:Cr1.1.I
    - a. Collaborate individually or collaboratively to design and demonstrate a variety of choreographic structures or forms. Justify choreographic choices and explain how they are used to intensify artistic intent.
    - b. Develop an artistic statement that reflects a personal aesthetic for an original dance and identify how the choreographic structure supports that artistic statement.

12. **HS Accomplished** DA:Cr1.1.II
    - a. Work individually or collaboratively to design and demonstrate a variety of choreographic structures or forms. Justify choreographic choices and explain how they are used to intensify artistic intent.
    - b. Develop an artistic statement that reflects a personal aesthetic for an original dance and identify how the choreographic structure supports that artistic statement.

13. **HS Advanced** DA:Cr1.1.III
    - a. Demonstrate personal voice in designing original dances by applying choreographic structures or forms. Justify choreographic choices and explain how they are used to intensify artistic intent.
    - b. Develop an artistic statement that reflects a personal aesthetic for an original dance and identify how the choreographic structure supports that artistic statement.
Anchor Standard 3: Refine and complete artistic work.

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

<table>
<thead>
<tr>
<th>Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</th>
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<tbody>
<tr>
<td>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</td>
</tr>
</tbody>
</table>

### Pre K
- **DA:Cr1.1.K**
  - a. Respond to suggestions for changing movement through guided improvisational experiences and learned movement.
  - b. Identify parts of the body and document a shape or position by drawing a picture.

### Kindergarten
- **DA:Cr1.1.K**
  - a. Apply suggestions for changing movement through guided improvisational experiences and learned movement.
  - b. Describe the levels of movement in a dance phrase or using a symbol.

### 1st Grade
- **DA:Cr1.1.1**
  - a. Explore suggestions for change movement from guided improvisation and/or short remembered sequences.
  - b. Depict several different types of dance movements from various source/styles by drawing a picture using a symbol.

### 2nd Grade
- **DA:Cr1.1.2**
  - a. Explore a variety of solutions to a movement problem from guided improvisation and/or short remembered sequences.
  - b. Demonstrate directions or spatial pathways in a dance phrase by drawing a picture map, using a symbol, or demonstrate curved, straight, and zigzag pathways using movement.

### 3rd Grade
- **DA:Cr1.1.3**
  - a. Explore revision options in movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
  - b. Demonstrate the relationships between two or more dancers in a dance phrase by demonstrating spatial components of shape, personal and shared space, levels, direction and pathway.

### 4th Grade
- **DA:Cr1.1.4**
  - a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
  - b. Record changes in a dance sequence or choreographed solution to a movement problem using writing, pictures, or media technology.

### 5th Grade
- **DA:Cr1.1.5**
  - a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study. Explain the movement choices and refinements.
  - b. Explore a variety of recognized systems of words, symbols, or media technologies for recording dances or dance studies.

### 6th Grade
- **DA:Cr1.1.6**
  - a. Revise movement problem or revise solutions to movement problems based on artistic choices observed in a variety of choreographic sources. Define the changes made in the choreographic product.
  - b. Revise a movement problem or revise solutions to movement problems based on artistic choices observed in a variety of choreographic sources. Define the changes made in the choreographic product.

### 7th Grade
- **DA:Cr1.1.7**
  - a. Based on feedback from others and using a framework of choreographic principles, revise a dance or dance study using a variety of theatrical elements, choreographic structures, and principles. Define sources and criteria for choices made in the revision process.
  - b. Compare a variety of recognized systems to document a dance using writing, symbols, or media technologies.

### 8th Grade
- **DA:Cr1.1.8**
  - a. Collaborate with others to revise and expand a dance or dance study using a variety of theatrical elements, choreographic structures, and principles. Define sources and criteria for choices made in the revision process.
  - b. Record a dance or dance study using a form of notation symbols, or using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

### HS Proficient
- **DA:Cr1.1.I**
  - a. Clarify the artistic intent of a dance by manipulating choreographic processes, principles, and structures collaboratively or independently using established artistic criteria, self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process.

### HS Accomplished
- **DA:Cr1.1.II**
  - a. Clarify the artistic intent of a dance by manipulating and refining choreographic processes, principles, and structures using self-reflection and feedback from others. Document choices made in the revision process in order to justify and support artistic intent.

### HS Advanced
- **DA:Cr1.1.III**
  - a. Clarify the artistic intent of a dance by manipulating and refining choreographic processes, principles, and structures using self-reflection and feedback from others. Document choices made in the revision process in order to justify and support artistic intent.
Express tempi and rhythms. sounds at different to varied rhythmic b. Identify speed of to a place in space. and turning) and moving the body in dimensions.

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<tr>
<th>Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?</th>
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<tr>
<td>a. Demonstrate and identify the element of space by making still and moving body shapes that show lines (for example, straight, bent, and curved), and change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.</td>
</tr>
<tr>
<td>b. Demonstrate and identify the element of time by relating quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</td>
</tr>
<tr>
<td>c. Demonstrate and identify the element of timing. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Explore shared space by moving with others to form straight lines and circles.</td>
</tr>
<tr>
<td>d. Demonstrate the increased knowledge of space exploring positive and negative space. Explore design work with others to form straight lines and circles.</td>
</tr>
<tr>
<td>e. Make static and dynamic shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.</td>
</tr>
<tr>
<td>f. Integrate static and dynamic shapes and space in the design by exploring diverse pathways, levels, and patterns in space alone, and with others. Establish relationships with other dancers through focus.</td>
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<tr>
<td>g. Demonstrate the ability to judge distance and spatial design by exploring diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</td>
</tr>
<tr>
<td>h. Use expanded movement vocabulary in spatial design. Demonstrate use of floor and air pattern designs, body designs from different dance genres and styles and contrasting shapes and movements.</td>
</tr>
<tr>
<td>i. Demonstrate use and manipulation of rate, direction and rhythm. Use complex floor and air patterns which reflects different design. Demonstrate use of percussive instruments and movement sequences in and through space.</td>
</tr>
<tr>
<td>j. Use different tempi and rhythms within a dance phrase. Demonstrate the application of phrasing using breath, movement and music variation.</td>
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<td>k. Integrate static and dynamic shapes and space in the design. Perform movement sequences in and through space with intentionality and focus.</td>
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<td>l. Use varied durations in dance phrases by using varied tempi within a dance phrase. Perform movement phrases that show the ability to respond to changes in time.</td>
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<td>m. Maintain a sense of floor and air pathways, and focus of eyes in relation to spatial design.</td>
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<td>w. Use varied durations in dance phrases by using varied tempi within a dance phrase. Perform movement phrases that show the ability to respond to changes in time.</td>
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<td>y. Use different tempi and rhythms within a dance phrase. Demonstrate the application of phrasing using breath, movement and music variation.</td>
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<td>z. Perform movement sequences in and through space with intentionality and focus.</td>
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<th>c. Explore the element of force while moving with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).</th>
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<tr>
<td>c. Identify and apply different characteristics to movements using the element of force (for example, slow, smooth, or wavy).</td>
</tr>
<tr>
<td>c. Demonstrate and identify movement characteristics along with movement vocabulary using force elements (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and playful spin).</td>
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<tr>
<td>c. Select and apply appropriate characteristics to movements using force elements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing using the movement characteristics.</td>
</tr>
<tr>
<td>c. Change use of energy and dynamics by modifying movements from sharp to smooth; from heavy to light; from tight to loose. Apply specific emotional quality to heighten the effect of their intent.</td>
</tr>
<tr>
<td>c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.</td>
</tr>
<tr>
<td>c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.</td>
</tr>
<tr>
<td>c. Initiate movement and dynamic expression using varying tensions in musculature. Appropriately apply bound and free-flowing movements to technique exercises and dance phrases.</td>
</tr>
<tr>
<td>c. Compare and contrast movement characteristics from a variety of dance genres or styles and dances from a variety of cultures. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</td>
</tr>
<tr>
<td>c. Use energy and dynamics in technique exercises and dance phrases.</td>
</tr>
<tr>
<td>c. Acquire total body awareness so that movement phrases demonstrate variance of energy and dynamics.</td>
</tr>
<tr>
<td>c. Develop ability to apply varying energy and dynamics in movement phrases and compositions.</td>
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Performing and maintaining personal space.

enduring understanding: dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

anchor standard 5: develop and refine artistic techniques and work for presentation.

enduring understanding: dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

anchor standard 5: develop and refine artistic techniques and work for presentation.


Pre K DA:Pr5.1.1 PK

1. Demonstrate basic full body locomotor, non-locomotor/axial movement, and body patterning with spatial relationships.

2. Move safely in general space and start and stop on cue while maintaining personal or shared space.

Kindergarten DA:Pr5.1.K

1. Demonstrate a range of locomotor and non-locomotor/axial movements, body patterning, body shapes, levels, and directionality through personal and shared space.

2. Develop a variety of spatial relationships and creative explorations while maintaining personal or shared space.

3. Allow body use to coordinate a group or a partner to safely change levels, directions, and pathway designs.

1st DA:Pr5.1.1

1. Demonstrate a range of locomotor and non-locomotor/axial movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

2. Develop technical skills by replicating body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.

3. Continue developing and demonstrating fundamental dance skills (example, alignment, coordination, balance, core support, kinesthetic awareness, and movement qualities when learning choreography; replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

4. Continue developing technical dance skills by recall and execution of a series of dance phrases using fundamental dance skills (example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

5. Accurately demonstrate changes of direction, levels, facing, pathways, elevations and landings, extensions of limbs and movement transitions while embodying technical dance skills (alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion).

6. Demonstrate and execute spatial designs with shifting alignment, kinesthetic awareness, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion.

7. Establish mastery of technical dance skills for example, functional alignment, coordination, balance, core support, kinesthetic awareness, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion.

8. Develop ability to dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

2nd DA:Pr5.1.2

1. Develop and execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.

2. Develop and execute 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.

3. Demonstrate awareness of safe and healthful strategies, including nutrition, in warming up and dancing. Embody knowledge of physical anatomy related to muscle feedback and spatial awareness.

4. Demonstrate awareness of safe and healthful strategies, including nutrition, in warming up and dancing. Embody knowledge of physical anatomy related to muscle feedback and spatial awareness.

5. Utilize healthy practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.

6. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.

7. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan.

8. Develop an understanding of anatomical principles and healthful practices as applied to technical dance skills. Follow a personal nutrition plan that supports health for everyday life.

3rd DA:Pr5.1.3

1. Accurately demonstrate changes of direction, levels, facing, pathways, elevations and landings, extensions of limbs and movement transitions while embodying technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).

2. Establish mastery of technical dance skills for example, functional alignment, coordination, balance, core support, kinesthetic awareness, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion.

3. Develop ability to dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

4. Refine and apply body-mind principles to complex choreography when performing solo, partner, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.

4th DA:Pr5.1.4

1. Accurately demonstrate changes of direction, levels, facing, pathways, elevations and landings, extensions of limbs and movement transitions while embodying technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).

2. Establish mastery of technical dance skills for example, functional alignment, coordination, balance, core support, kinesthetic awareness, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion.

3. Develop ability to dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

4. Refine and apply body-mind principles to complex choreography when performing solo, partner, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
c. Identify and move body parts and repeat movements upon request.

b. Isolate and move body parts in relation to other body parts and repeat and recall movements upon request.

c. Explore and modify movements and spatial arrangements upon request.

d. Perform collaborative choreography/movement sequences in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

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

f. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. Document improvement over time.

g. Collaborate with peers to identify what works and does not work in executing complex patterns, sequences, and formations in dances. Solve movement problems by testing options and finding good results. Document improvement over time.

h. Collaborate with peers to practice and refine dances. Collaboratively develop group performance expectations based on observation and analysis of live or recorded professional dancers.

i. Discover strategies for achieving performance accuracy, clarity and expressiveness and articulate personal performance goals individually and collaborating with peers. Document personal improvement over time (e.g. journaling, portfolio, timeline).

j. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use different mediums of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Establish a basic set of performance goals applying practice strategies.

k. Develop and execute collaborative and independent practice and rehearsal strategies with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.

l. Collaborate with peers to practice and refine dances. Collaboratively develop group performance expectations based on observation and analysis of live or recorded professional dancers.

m. Collaborate with peers to identify what works and does not work in executing complex patterns, sequences, and formations in dances. Solve movement problems by testing options and finding good results. Document improvement over time.

n. Collaborate with peers to practice and refine dances. Collaboratively develop group performance expectations based on observation and analysis of live or recorded professional dancers.

o. Discover strategies for achieving performance accuracy, clarity and expressiveness and articulate personal performance goals individually and collaborating with peers. Document personal improvement over time (e.g. journaling, portfolio, timeline).

p. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use different mediums of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Establish a basic set of performance goals applying practice strategies.

q. Develop and execute collaborative and independent practice and rehearsal strategies with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.

r. Collaborate with peers to practice and refine dances. Collaboratively develop group performance expectations based on observation and analysis of live or recorded professional dancers.

s. Discover strategies for achieving performance accuracy, clarity and expressiveness and articulate personal performance goals individually and collaborating with peers. Document personal improvement over time (e.g. journaling, portfolio, timeline).

A basic set of performance goals applying practice strategies.
**Enduring Understanding:** Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

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

**Pre K**
- **DA:Pr6.1.PK**
  - **Pre K**
    - a. Dance for and with others in a designated area or space.
    - b. Use a simple prop as part of a dance.

**Kindergarten**
- **DA:Pr6.1.1**
  - **Kindergarten**
    - a. Dance for others in a designated area or space.
    - b. Explore simple production elements (for example, hand props, simple scenery, or media projections) to enhance performance.

**1st Grade**
- **DA:Pr6.1.2**
  - **1st Grade**
    - a. Dance for others in a designated area or space.
    - b. Explore simple production elements (for example, costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

**2nd Grade**
- **DA:Pr6.1.3**
  - **2nd Grade**
    - a. Adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
    - b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

**3rd Grade**
- **DA:Pr6.1.4**
  - **3rd Grade**
    - a. Present a collaborative dance performance creating a formal performance space from an informal setting (for example, gymnasium or grassy area).
    - b. Identify, explore, and select production elements: that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

**4th Grade**
- **DA:Pr6.1.5**
  - **4th Grade**
    - a. Use performance etiquette and performance practices during class, rehearsal and performance. Analyze and apply to future performances.
    - b. Correctly use production terminology in selecting and applying production elements to enhance projection.

**5th Grade**
- **DA:Pr6.1.6**
  - **5th Grade**
    - a. Document use of performance etiquette and performance practices during class, rehearsal and performance. Reflect upon and apply corrections received from director or choreographer.
    - b. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance.

**6th Grade**
- **DA:Pr6.1.7**
  - **6th Grade**
    - a. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) if choosing among a variety of possible production elements to intensify and heighten the artistic intent of a variety of dance works.
    - b. Acquire understanding of the production elements of a performance and identify ideas that would intensify and heighten the artistic intent of the dances.

**7th Grade**
- **DA:Pr6.1.8**
  - **7th Grade**
    - a. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) if choosing among a variety of possible production elements to intensify and heighten the artistic intent of a variety of dance works.
    - b. Develop the skills to individually or collaboratively produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dances.

**HS Proficient**
- **DA:Pr6.1.I**
  - **HS Proficient**
    - a. Master leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) documenting rehearsal and performance with fluency in professional dance terminology and production terminology.

**HS Accomplished**
- **DA:Pr6.1.II**
  - **HS Accomplished**
    - a. Refine leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance.
    - b. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances.

**HS Advanced**
- **DA:Pr6.1.III**
  - **HS Advanced**
    - a. Refine leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) documenting rehearsal and performance with fluency in professional dance terminology and production terminology.

**Present**
- **DA:Pr6.1.I**
  - **Present**
    - a. Adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
    - b. Identify, explore, and select production elements: that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

**Future**
- **DA:Pr6.1.II**
  - **Future**
    - a. Demonstrate leadership qualities (for example, commitment, responsibility, and cooperation) if choosing among a variety of possible production elements to intensify and heighten the artistic intent of a variety of dance works.
    - b. Acquire understanding of the production elements of a performance and identify ideas that would intensify and heighten the artistic intent of the dances.

**Beyond**
- **DA:Pr6.1.III**
  - **Beyond**
    - a. Master leadership qualities (for example, commitment, responsibility, and cooperation) when preparing for performances. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) documenting rehearsal and performance with fluency in professional dance terminology and production terminology.
**Anchor Standard 7: Perceive and analyze artistic work**

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

**Essential Question(s):** How is a dance understood?

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
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<tbody>
<tr>
<td>DA:Re7.1.PK</td>
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<td>DA:Re7.1.3</td>
<td>DA:Re7.1.4</td>
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<td>DA:Re7.1.8</td>
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<td>DA:Re7.1.II</td>
<td>DA:Re7.1.III</td>
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</tbody>
</table>

### a. Identify a movement in a dance by repeating it.
- a. Find a movement that repeats in a dance.
- a. Find a movement pattern in a learned dance sequence that creates a movement phrase.
- a. Find meaning or artistic intent based on the patterns of movement in a dance work.
- a. Use correct, genre-specific dance terminology to explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices.
- a. Use correct, genre-specific dance terminology to compare and contrast how the elements of dance are used to communicate artistic intent in a variety of genres, styles, or cultural movement practices.
- a. Reflect upon recurring patterns of movement and their relationships that constitute artistic intention.
- a. Analyze dance works and identify examples of recurring patterns of movement and their relationships that constitute structure and meaning in dance.
- a. Evaluate dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.

### b. Demonstrate an observed or performed dance movement.
- b. Demonstrate or describe observed or performed dance movements using dance elements.
- b. Demonstrate and describe observed or performed dance movements from a specific genre or culture using dance elements.
- b. Learn dance combinations from different genres, then compare and contrast how one dance genre is different from another, or how one cultural movement practice is different from another.
- b. Demonstrate and identify different dance styles within a genre or within a cultural movement practice.
- b. Describe, using basic dance terminology, the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.
- b. Demonstrate or describe recurring patterns of movement and their relationships in dance phrases or a dance.
- b. Describe, demonstrate and discuss patterns of movement and their relationships in dance phrases or a dance in context of artistic intent.
- b. Reflect upon the use of elements of dance in a variety of genres, styles, and diverse cultures and historical periods which may be specific to Indiana. Use genre-specific dance terminology.
- b. Analyze and compare movement patterns and their relationships in a variety of genres, styles, and diverse cultures and historical periods which may be specific to Indiana. Identify and use criteria that measure how movement patterns impact communication and intention. Use genre-specific dance terminology.
- b. Evaluate movement patterns in dances using objective and subjective criteria. Analyze aesthetic and cultural styles communicated in dances from a variety of genres, styles, and diverse cultures or historical periods. Use genre-specific dance terminology.
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<thead>
<tr>
<th>Anchor Standard 8: Interpret intent and meaning in artistic work.</th>
<th>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(s): How is dance interpreted?</th>
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<tr>
<td><strong>Interpret</strong></td>
<td><strong>Pre K</strong> DA:Re8.1.PK <strong>Kindergarten</strong> DA:Re8.1.K <strong>1st</strong> DA:Re8.1.1 <strong>2nd</strong> DA:Re8.1.2 <strong>3rd</strong> DA:Re8.1.3 <strong>4th</strong> DA:Re8.1.4 <strong>5th</strong> DA:Re8.1.5 <strong>6th</strong> DA:Re8.1.6 <strong>7th</strong> DA:Re8.1.7 <strong>8th</strong> DA:Re8.1.8 <strong>HS Proficient</strong> DA:Re8.1.II <strong>HS Accomplished</strong> DA:Re8.1.II <strong>HS Advanced</strong> DA:Re8.1.III</td>
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<td>Anchor Standard 9: Apply criteria to evaluate artistic work.</td>
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<td>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</td>
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<td>Essential Question(s): What criteria are used to evaluate dance?</td>
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<td>1. Find a movement that was fun to watch. Repeat it and explain why it is fun to watch and do.</td>
<td>a. Identify and demonstrate several movements in a dance that attracted attention.</td>
<td>a. Observe or demonstrate dances from a genre or culture. Discuss the characteristics of dances that make the movements interesting and talk about why they were chosen using limited dance terminology.</td>
<td>a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.</td>
<td>a. Discuss and demonstrate the characteristics that make a dance artistic and meaningful.</td>
<td>a. Define the characteristics of dance that make a dance artistic and meaningful.</td>
<td>a. Develop artistic criteria to critique a dance using genre-specific dance terminology. Compare artistic intent, content, and context of dances from a variety of cultures and examine characteristics of genre, style, or cultural movement practice.</td>
<td>a. Evaluate using artistic criteria and genre-specific dance terminology. Discuss the characteristics and artistic intent of the dance.</td>
<td>a. Evaluate using artistic criteria and genre-specific dance terminology. Discuss the characteristics and artistic intent of the dance.</td>
<td>a. Analyze two or more dances using aesthetic criteria to evaluate artistic expression. Apply subjective and objective viewpoints to a range of artistic expression.</td>
<td>a. Reflect upon the artistic expression of a dance. Discuss insights using aesthetic criteria and dance terminology.</td>
<td>a. Analyze two or more dances using aesthetic criteria to evaluate artistic expression. Apply subjective and objective viewpoints to a range of artistic expression.</td>
<td>a. Refine personal artistic preferences to critique dance. Apply subjective and objective viewpoints to a range of artistic expression. Discuss perspectives with peers and justify views.</td>
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## Connecting Dance - Connecting

### 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(s):** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

### Pre K: DA:Cn10.1.PK

- **Objective:** Recognize an emotion expressed in dance movement that is watched or performed
  - **Activity:** Identify and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience or feelings.

### Kindergarten: DA:Cn10.1.K

- **Objective:** Describe, create, and/or perform a dance that expresses personal meaning using limited dance terminology.
  - **Activity:** Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.

### 1st Grade: DA:Cn10.1.1

- **Objective:** Compare the relationships expressed in a dance to other experiences.
  - **Activity:** Relate the main idea or content in a dance to other experiences. Explain how they are the same or different.

### 2nd Grade: DA:Cn10.1.2

- **Objective:** Observe the movement characteristics or qualities observed in a specific dance genre.
  - **Activity:** Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each.

### 3rd Grade: DA:Cn10.1.3

- **Objective:** Describe the themes and movements that communicate this experience.
  - **Activity:** Observe the movement characteristics or qualities observed in a specific dance genre.

### 4th Grade: DA:Cn10.1.4

- **Objective:** Relate the main idea or content in a dance to other experiences.
  - **Activity:** Compare the movement characteristics or qualities found in a variety of dance genres.

### 5th Grade: DA:Cn10.1.5

- **Objective:** Describe how the themes and movements relate to points of view and experiences.
  - **Activity:** Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each.

### 6th Grade: DA:Cn10.1.6

- **Objective:** Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each.
  - **Activity:** Observe the movement characteristics or qualities observed in a specific dance genre.

### 7th Grade: DA:Cn10.1.7

- **Objective:** Relate the main idea or content in a dance to other experiences.
  - **Activity:** Compare the movement characteristics or qualities found in a variety of dance genres.

### 8th Grade: DA:Cn10.1.8

- **Objective:** Relate the main idea or content in a dance to other experiences.
  - **Activity:** Describe how the themes and movements relate to points of view and experiences.

### HS Proficient: DA:Cn10.1.I

- **Objective:** Relate connections found between different dances and discuss the relevance of the connections to one's personal perspectives.
  - **Activity:** Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.

### HS Accomplished: DA:Cn10.1.II

- **Objective:** Reflect upon the ideas expressed by the choreographer in a dance.
  - **Activity:** Create and review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the criteria that contributed to changes in one's personal growth.

### HS Advanced: DA:Cn10.1.III

- **Objective:** Compare and contrast the movement characteristics or qualities found in a variety of dance genres.
  - **Activity:** Reflect upon the ideas expressed by the choreographer in a dance.

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*Connect the dots:* Synthesize and relate knowledge and personal experiences to make art.
b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.
b. Observe a work from other art forms (visual art, music, theater). Describe and then express through movement something of interest about these art forms. Ask questions for discussion concerning these art forms.
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.
b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topics might be communicated using another form of expression.
b. Choose a topic, concept, or content from another discipline of study. Identify ideas for dance movement and demonstrate the big ideas of the discipline observed.
b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.
b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepened understanding of the topics.
b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepened understanding of the topics.
b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topics might be communicated using another form of expression.
b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers describing the historical journey of the chosen genre or style. Document the process of research and application.
b. Collaboratively identify a dance related question or problem. Conduct research through different mediums on how dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.
b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop individually or collaboratively criteria for making career choices that relate to the arts.
### 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(s):** How does knowing about societal, cultural, historical and community experiences expand dance literacy?

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<td>movement experienced in everyday actions, at home, or elsewhere.</td>
<td>demonstrate the movements in a dance that was watched or performed using limited dance terminology.</td>
<td>perform a dance from a different culture and discuss or demonstrate the types of movement danced using simple dance terminology.</td>
<td>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.</td>
<td>describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the dance originated.</td>
<td>how the movement and qualities of a dance in a specific genre or style communicate its cultural, historical, and/or community purpose or meaning.</td>
<td>how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</td>
<td>contrast, and discuss dances performed by people in various communities or cultures. Compare the ideas and perspectives important to each community or culture that are reflected in the dances.</td>
<td>the use of artistic criteria in dances from several genres or styles, diverse cultures and historical periods, and/or world dance forms. Relate ideas expressed in the dances to the culture or period of origin.</td>
<td>knowledge gained from analyzing dances from several genres or styles, diverse cultures and historical periods, and/or world dance forms with one’s personal dance experience. Explain how one’s dance literacy has expanded.</td>
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