

**DANCE - Creating**

DANCE - Creating													
CREATING	<p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p><b>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</b></p> <p><b>Essential Question(s): Where do choreographers get ideas for dances?</b></p>												
	Pre K DA:Cr1.1.PK	Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3	4th DA:Cr1.1.4	5th DA:Cr1.1.5	6th DA:Cr1.1.6	7th DA:Cr1.1.7	8th DA:Cr1.1.8	HS Proficient DA:Cr1.1.I	HS Accomplished DA:Cr1.1.II	HS Advanced DA:Cr1.1.III
Explore	<p>a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile) using different body parts and the whole body.</p>	<p>a. Respond in movement to a variety of sensory stimuli (for example, music/sound, text, objects, images, symbols, observed dance) using different body parts and the whole body.</p>	<p>a. 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.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) using various body parts. Suggest additional sources for movement ideas.</p>	<p>a. Experiment with a variety of self-identified stimuli for movement.</p>	<p>a. Identify ideas for <b>choreography</b> generated from a <b>variety of stimuli</b>.</p>	<p>a. Build content for <b>choreography</b>, including a storyline, using a <b>variety of stimuli</b>.</p>	<p>a. Develop movement sequences that reflect similar or contrasting ideas generated from a <b>variety of stimuli</b> (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and using <b>choreographic principles</b>.</p>	<p>a. Utilize expanded <b>movement vocabulary</b> and skills to choreograph <b>dance sequences</b> that respond to a <b>variety of stimuli</b> (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</p>	<p>a. Develop choreographed dances and <b>dance studies</b> in response to a <b>variety of stimuli</b> (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.</p>	<p>a. Explore a variety of stimuli for understanding and demonstrating choreographic principles, structures, and processes. Analyze the process and the relationship between the stimuli and choreographed dances.</p>	<p>a. Synthesize content generated from a variety of stimuli to choreograph dance studies or dances using original or traditional dance styles.</p>	<p>a. Synthesize content generated from a variety of stimuli. Experiment and take risks to discover a personal voice to create, present, and explain artistic intent.</p>
	<p>b. Find a different way to do several basic <b>locomotor</b> and <b>non-locomotor movements</b> while exploring the <b>elements of dance</b>.</p>	<p>b. Explore different ways to do basic <b>locomotor</b> and <b>non-locomotor movements</b> by manipulating various <b>elements of dance</b>.</p>	<p>b. Explore a variety of <b>locomotor</b> and <b>non-locomotor movements</b> by experimenting with and varying the <b>elements of dance</b>.</p>	<p>b. Formulate a variety of <b>movement sequences</b> in small groups while manipulating the <b>elements of dance</b>.</p>	<p>b. Explore a given <b>movement problem</b> in small groups. Select and demonstrate a variety of solutions.</p>	<p>b. Develop a <b>movement problem</b> and manipulate the <b>elements of dance</b></p>	<p>b. Construct and solve multiple <b>movement problems</b> with multiple solutions and explore different transitions from one to the other to develop choreographic content.</p>	<p>b. Explore a movement problem using <b>movement vocabulary</b> from a variety of <b>dance styles</b> and <b>traditions</b> and incorporating the <b>elements of movement</b>.</p>	<p>b. Develop a solution to a movement problem using a variety of <b>movement vocabularies</b> and choosing <b>artistic elements</b> to utilize in the solution.</p>	<p>b. Create an original dance study or dance utilizing the <b>elements of movement, artistic elements</b>, and a variety of <b>movement vocabularies</b> to clearly communicate ideas, stories, or feelings.</p>	<p>b. Experiment with the elements of dance and use choreographic principles to explore personal movement preferences and strengths. Select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance. Communicate an artistic intent and use choreographic processes. Compare personal choices to those made by well-known choreographers.</p>	<p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance using choreographic structures or forms. Analyze and define the movement content in a dance.</p>

CREATING	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question(s): What influences choice-making in creating choreography?												
	Pre K DA:Cr1.1.PK	Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3	4th DA:Cr1.1.4	5th DA:Cr1.1.5	6th DA:Cr1.1.6	7th DA:Cr1.1.7	8th DA:Cr1.1.8	HS Proficient DA:Cr1.1.I	HS Accomplished DA:Cr1.1.II	HS Advanced DA:Cr1.1.III
Plan	a. Improve a dance sequence that has a beginning, middle and end.	a. Understand and demonstrate that dances have a beginning, middle, and end.	a. <b>Improvise</b> a series of <b>dance sequences</b> that have a beginning, middle, and end, and describe movement choices.	a. Demonstrate a <b>dance phrase</b> with a beginning, a middle that has a main idea, and a clear end.	a. Identify and explore different <b>Choreographic devices</b> to create simple movement patterns and <b>dance structures</b> .	a. Manipulate or modify <b>choreographic devices</b> to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.	a. Manipulate or modify a variety of <b>choreographic devices</b> to expand choreographic possibilities and develop a main idea. Explore how to recreate human emotion, movement and storyline using different choreographic devices.	a. Create movement patterns and solve <b>movement problems</b> using <b>choreographic structures</b> from a variety of cultures and <b>dance styles</b> and <b>forms</b> .	a. Develop a <b>dance study</b> or dance communicating clearly an idea, story, or feeling. Engage in the process of choosing among a variety of <b>choreographic devices</b> and <b>dance structures</b> . Discuss the process of making movement choices.	a. Collaborate with others in creating <b>dance studies</b> and dances that communicate a clear idea, story, or feeling with feedback from others. Engage in revision of <b>choreographic principles</b> and <b>processes</b> designed to enhance communication of an idea, story, or feeling.	a. Collaborate to design a dance using a variety of <b>choreographic principles</b> to support an artistic intent. Explain how dance structures clarify the <b>artistic intent</b> .	a. Work individually or collaboratively to design and demonstrate a variety of <b>choreographic processes</b> to develop solo or group dances. Analyze how the structure and final composition informs the <b>artistic intent</b> .	a. Demonstrate personal voice in designing original dances by applying <b>choreographic structures or forms</b> . Justify choreographic choices and explain how they are used to intensify <b>artistic intent</b> .
	b. Engage in dance experiences moving alone, with a partner, and in small groups.	b. Express an idea, feeling, or image, through <b>improvised</b> and <b>learned movement</b> moving alone, with a partner, and in groups.	b. Choose movements that express feelings within an idea, emotion, musical phrase, or story moving alone, with a partner, and in groups.	b. Choose movements that express feelings within a main idea, emotion, musical phrase, or story alone and with others. Explain reasons for movement choices.	b. Develop a dance phrase that identifies and expresses an idea, story or feeling. Discuss the effect of the movement choices.	b. Develop a dance study that expresses and communicates a main idea or emotion. Discuss the reasons for and effectiveness of the movement choices.	b. Develop a dance study by exploring theatrical elements and everyday movements and gestures to communicate a main idea. Discuss how the dance communicates non- verbally.	b. Expand movement patterns and solutions to movement problems by manipulating <b>theatrical elements</b> . Discuss the effects of these elements on communicating to others.	b. Examine <b>theatrical elements</b> in dances and <b>dance studies</b> from a variety of cultures and styles and discuss choices of elements that enhance the ability to communicate through choreography.	b. Apply <b>theatrical elements</b> to a dance or <b>dance study</b> to clearly communicate an idea, story, or feeling. Evaluate the effect of artistic choices on <b>choreographic structure</b> and process and on the ability to communicate through movement.	b. Develop an <b>artistic statement</b> for an original <b>dance study</b> or dance and explain how <b>choreographic structure</b> communicates that <b>artistic statement</b> .	b. Develop an <b>artistic statement</b> that reflects a <b>personal aesthetic</b> for an original dance and identify how the <b>choreographic structure</b> support that artistic statement.	b. Construct an <b>artistic statement</b> for an original dance that communicates a personal, cultural, or artistic perspective and justify how the <b>choreographic structure</b> supports that artistic statement.

CREATING	Anchor Standard 3: Refine and complete artistic work.												
	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?												
	Pre K DA:Cr1.1.PK	Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3	4th DA:Cr1.1.4	5th DA:Cr1.1.5	6th DA:Cr1.1.6	7th DA:Cr1.1.7	8th DA:Cr1.1.8	HS Proficient DA:Cr1.1.I	HS Accomplished DA:Cr1.1.II	HS Advanced DA:Cr1.1.III
Revise	a. Respond to suggestions for changing movement through guided improvisational experiences and learned movement.	a. Apply suggestions for changing movement through guided improvisational experiences and learned movement.	a. Explore suggestions to change movement from guided <b>improvisation</b> and/or short remembered sequences.	a. Explore a variety of solutions to a movement problem from guided <b>improvisation</b> and/or short remembered sequences.	a. Explore revision options in movement choices in response to feedback to improve a short <b>dance study</b> . Describe the differences the changes made in the movements.	a. Revise movement based on peer feedback and self-reflection to improve communication of <b>artistic intent</b> in a short <b>dance study</b> . Explain choices made in the process.	a. Explore through movement the feedback from others to expand choreographic possibilities for a short <b>dance study</b> . Explain the movement choices and refinements.	a. Revise a movement problem or revise solutions to movement problems based on artistic choices observed in a variety of <b>choreographic sources</b> . Define the changes made in the choreographic product.	a. Based on feedback from others and using a framework of <b>choreographic principles</b> , revise a dance or <b>dance study</b> to better communicate an idea, story, or feeling. Define how the changes clarify meaning.	a. Collaborate with others to revise and expand a dance or <b>dance study</b> using a variety of <b>theatrical elements, choreographic structures, and principles</b> . Define sources and criteria for choices made in the revision process.	a. Clarify the <b>artistic intent</b> of a dance by manipulating <b>choreographic processes, principles, and structures</b> based on established <b>artistic criteria</b> , self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining <b>choreographic processes, principles, and structures</b> , collaboratively or independently using established <b>artistic criteria</b> , self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the <b>artistic intent</b> of a dance by manipulating and refining <b>choreographic processes, principles, and structures</b> using self-reflection and feedback from others. Document choices made in the revision process in order to justify and support <b>artistic intent</b> .
	b. Identify parts of the body and document a body shape or position by drawing a picture.	b. Depict dance movement from <b>various sources/styles</b> by drawing a picture or using a symbol.	b. Depict several different types of dance movements from <b>various sources/styles</b> by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	b. Depict the levels of movements in a dance phrase by drawing a picture or using symbols (for example, high, middle low).	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 .	b. Depict 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.	b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	b. Record a dance sequence or choreographed solution to a movement problem using writing, pictures, or <b>media technology</b> .	b. Explore a variety of recognized systems of words, symbols, or <b>media technologies</b> for recording dances or <b>dance studies</b> .	b. Record a dance or <b>dance study</b> using elements of a recognized system of words, symbols, or <b>media technology</b> . Utilize the documentation in an evaluation process.	b. Compare a variety of recognized systems to document a dance using writing, symbols, or media technologies.	b. Develop a strategy to record a dance using recognized systems of <b>dance documentation</b> (for example, writing, a form of notation symbols, or using media technologies).	b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies). Collaborate with others to review the documentation and make revisions.

**Dance - Performing**

Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Space, time, and energy are basic elements of dance. Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?												
	Pre K DA:Pr4.1.PK	Kindergarten DA:Pr4.1.K	1st DA:Pr4.1.1	2nd DA:Pr4.1.2	3rd DA:Pr4.1.3	4th DA:Pr4.1.4	5th DA:Pr4.1.5	6th DA:Pr4.1.6	7th DA:Pr4.1.7	8th DA:Pr4.1.8	HS Proficient DA:Pr4.1.I	HS Accomplished DA:Pr4.1.II	HS Advanced DA:Pr4.1.III
Express	<p>a. Identify and demonstrate directions for moving the body in <b>space</b> (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in <b>space</b>.</p>	<p>a. Explore the element of <b>space</b> by making still and moving body shapes that show lines (for example, straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.</p>	<p>a. Demonstrate and identify the element of <b>space</b> using <b>locomotor</b> and <b>non-locomotor/axial</b> movements that change body shapes, levels, and facings. 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.</p>	<p>a. Demonstrate and identify the element of <b>space</b> using clear directionality and intent when performing <b>locomotor</b> and <b>non-locomotor/axial</b> movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts and their range of motion. Differentiate between circling and turning as two separate ways of continuous directional change.</p>	<p>a. Demonstrate an increased knowledge of space exploring <b>positive</b> and <b>negative space</b>. Explore distance traveled and time using tempo, rhythm, duration and pattern. Perform movement sequences in and through space with intentionality and focus.</p>	<p>a. Make static and dynamic shapes with <b>positive</b> and <b>negative space</b>. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus.</p>	<p>a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p>	<p>a. Demonstrate the ability to judge distance and <b>spatial design</b> by exploring diverse pathways, levels, and patterns in space alone, with partners or in groups. Maintain focus with partner or group in near and far space.</p>	<p>a. Use expanded movement vocabulary in <b>spatial design</b>. Demonstrate use of floor and air pattern designs, body designs from different dance genres and styles and contrasting shapes and movements.</p>	<p>a. Demonstrate body shapes and movements created in relation to other dancers, objects and environment. Demonstrate complex floor and air patterns, direct and indirect pathways, and focus of eyes in relation to <b>spatial design</b>.</p>	<p>a. Dance alone and with others maintaining a sense of <b>spacial design</b>. Use <b>space</b> intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p>	<p>a. Dance alone and with others with <b>spatial design</b>. Develop partner and ensemble skills to execute simple to complex floor and <b>air sequences</b> with others while maintaining relationships through <b>focus</b> and <b>intention</b>.</p>	<p>a. Refine partner and ensemble skills to a broad range of movement in <b>space</b>. Achieve artistic and expressive clarity of <b>intention</b>. Use <b>focus</b> to clarify movement and <b>intention</b>. Build relationships with other dancers and audience as appropriate to the dance technique.</p>
	<p>b. Identify speed of dance using the element of <b>time</b>. Move to varied rhythmic sounds at different <b>tempi</b> and <b>rhythms</b>.</p>	<p>b. Demonstrate and identify the element of <b>time</b> using <b>tempi</b> contrasts with movements that match to tempo of <b>sound stimuli</b>.</p>	<p>b. Demonstrate the element of <b>time</b> by relating quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying <b>tempi</b> of steady beat.</p>	<p>b. Demonstrate the length of <b>time</b> a movement or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple <b>meter</b>. Correlate <b>metric phrasing</b> with <b>movement phrasing</b>.</p>	<p>b. Fulfill specified duration of time with improvised <b>locomotor</b> and <b>non-locomotor</b> movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p>	<p>b. Accompany other dancers using a variety of percussive instruments and sounds. Develop the ability to count a phrase of movement with music. Respond in movement to even and uneven rhythms. Recognize and respond to <b>tempo</b> changes as they occur in dance and music.</p>	<p>b. Dance to a variety of <b>rhythms</b> generated from internal and external sources. Perform <b>movement phrases</b> that show the ability to respond to changes in time.</p>	<p>b. Use a variety of timing accents, durations, tempi, and rhythmic structures in dance phrases reflecting different dance styles, genres, and a variety of cultures.</p>	<p>b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p>	<p>b. Use different lengths and a variety of timings within a dance phrase. Demonstrate the application of phrasing using breath, movement and meter variation.</p>	<p>b. Acquire the ability to use movement related to different <b>tempi</b>. Respond to rhythmic cues from different aspects of <b>accompaniment</b>.</p>	<p>b. Develop ability to use <b>time</b> and different <b>tempi</b> in <b>dance studies</b> and <b>compositions</b> in creative ways. Apply musicality as a phrasing tool.</p>	<p>b. Refine use of <b>time</b> and demonstrate complex phrasing with and without musical accompaniment. Use complex <b>tempi</b> and <b>rhythms</b> in <b>dance compositions</b>.</p>

<p>c. Explore the element of <b>force</b> while moving with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).</p>	<p>c. Identify and apply different characteristics to movements using the element of <b>force</b> (for example, slow, smooth, or wavy).</p>	<p>c. Demonstrate and identify <b>movement characteristics</b> along with <b>movement vocabulary</b> using <b>force</b> elements (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).</p>	<p>c. Select and apply appropriate characteristics to movements using force elements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate <b>kinesthetic awareness</b> while dancing using the <b>movement characteristics</b>.</p>	<p>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.</p>	<p>c. Analyze movements and phrases for use of <b>energy</b> and <b>dynamic</b> changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of <b>movement characteristics</b>.</p>	<p>c. Contrast <b>bound</b> and <b>free-flowing</b> movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and <b>energy</b>.</p>	<p>c. Initiate movement and dynamic expression using varying tensions in musculature. Appropriately apply bound and free-flowing movements to technique exercises and dance phrases.</p>	<p>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.</p>	<p>c. Use energy and dynamics in technique exercises and dance performance to enhance and project movement and add texture to dance phrases.</p>	<p>c. Acquire total body awareness so that <b>movement phrases</b> demonstrate variances of <b>energy</b> and <b>dynamics</b>.</p>	<p>c. Develop ability to apply varying <b>energy</b> and <b>dynamics</b> in <b>movement phrases</b> and <b>compositions</b>.</p>	<p>Refine use of <b>energy</b> and <b>dynamics</b> to clearly express <b>intention</b> in choreography. Use a broad dynamic range for establishing relationships with other dancers and for projecting to the audience.</p>
---	---	--	--	---	---	---	--	---	--	--	--	---

Performing	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. Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?												
	Pre K DA:Pr5.1.PK	Kindergarten DA:Pr5.1.K	1st DA:Pr5.1.1	2nd DA:Pr5.1.2	3rd DA:Pr5.1.3	4th DA:Pr5.1.4	5th DA:Pr5.1.5	6th DA:Pr5.1.6	7th DA:Pr5.1.7	8th DA:Pr5.1.8	HS Proficient DA:Pr5.1.I	HS Accomplished DA:Pr5.1.II	HS Advanced DA:Pr5.1.III
Embodiment	a. Demonstrate basic full body <b>locomotor</b> , <b>non-locomotor/axial</b> movement, and <b>body patterning</b> with spatial relationships.	a. Demonstrate same-side and cross-body <b>locomotor</b> and <b>non-locomotor/axial</b> movements, <b>body patterning</b> movements, and <b>body shapes</b> .	a. Demonstrate a range of <b>locomotor</b> and <b>non-locomotor/axial</b> movements, <b>body patterning</b> , <b>body shapes</b> , <b>levels</b> , and directionality through <b>personal</b> and <b>shared space</b> .	a. Demonstrate a range of <b>locomotor</b> and <b>non-locomotor/axial</b> movements, <b>body patterning</b> , and dance sequences that require moving through <b>space</b> using a variety of <b>pathways</b> .	a. Develop technical dance skills by replicating body shapes, <b>movement characteristics</b> , and movement patterns in a dance sequence with awareness of body alignment and core support.	a. Continue developing and demonstrating fundamental dance skills (for example, <b>alignment</b> , coordination, balance, core support, <b>kinesthetic awareness</b> ) and <b>movement qualities</b> when learning choreography; replicating and recalling patterns and sequences of <b>locomotor</b> and <b>non-locomotor</b> movements.	a. Continue developing technical dance skills by recall and execution of a series of <b>dance phrases</b> using fundamental dance skills (for example, <b>alignment</b> , coordination, balance, core support, <b>kinesthetic awareness</b> , clarity of movement).	a. Accurately demonstrate changes of direction, levels, facings, <b>pathways</b> , elevations and landings, extensions of limbs and movement transitions while embodying technical dance skills (alignment, core support, clarity of movement, <b>kinesthetic awareness</b> ).	a. Vary amount of force, flow, muscular tension, and weight in technical dance skills to accommodate physical maturation (for example, functional alignment, coordination, balance, core support, <b>kinesthetic awareness</b> , clarity of movement, weight shifts, flexibility/range of motion).	a. Replicate, recall and execute spatial designs and varying musical or rhythmic patterns while embodying technical dance skills (for example functional alignment, <b>kinesthetic awareness</b> , coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion).	a. Establish mastery of technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. Expand development of foundational dance technique.	a. Develop ability to dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	a. Refine and apply <b>body-mind principles</b> to <b>technical dance skills</b> in complex choreography when performing solo, partner, or dancing in ensemble works in a variety of dance <b>genres</b> and <b>styles</b> . Self-evaluate performances and discuss and analyze performance ability with others.
	b. Move in <b>general space</b> and start and stop on cue while maintaining <b>personal space</b> .	b. Move safely in <b>general space</b> and start and stop on cue during activities, group <b>formations</b> , and creative explorations while maintaining <b>personal or shared space</b> .	b. Move safely in <b>general space</b> through a range of activities and group <b>formations</b> while maintaining <b>personal or shared space</b> .	b. Move safely in a variety of <b>spatial relationships</b> and <b>formations</b> with other dancers, sharing and maintaining <b>personal space</b> .	b. Adjust body-use to coordinate in a group or with a partner to safely change levels, directions, and pathway designs.	b. 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.	b. Develop and demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.	b. 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.	b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.	b. 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.	b. Develop a plan for <b>healthful practices</b> in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan.	b. Develop an understanding of <b>anatomical principles</b> and healthful practices as applied to <b>technical dance skills</b> . Follow a personal nutrition plan that supports health for everyday life.	b. Research <b>healthful</b> and safe <b>practices</b> for dancers and refine personal practice based on findings. Discuss how research informs practice and dance performance.

<p>c. Identify and move body parts and repeat movements upon request.</p>	<p>c. Isolate and move body parts in relation to other body parts and repeat and recall movements upon request.</p>	<p>c. Explore and modify movements and spatial arrangements upon request.</p>	<p>c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p>	<p>c. Perform collaborative choreography/movement sequences in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</p>	<p>c. Coordinate phrases and timing with other dancers by cueing off each other and responding to <b>stimuli</b> cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p>	<p>c. 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.</p>	<p>c. 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.</p>	<p>c. Collaborate with peers to practice and refine dances. Collaboratively develop group performance expectations based on observation and analysis of live or recorded professional dancers.</p>	<p>c. 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>	<p>c. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use different <b>mediums</b> 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.</p>	<p>c. Develop and execute collaborative and independent practice and <b>rehearsal strategies</b> with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>c. Refine a range of <b>rehearsal strategies</b> to achieve performance excellence. Demonstrate understanding of how to initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression.</p>
---	---	---	--	---	--	---	--	--	---	--	---	--

Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question(s): How does a dancer heighten artistry in a public performance?												
	Pre K DA:Pr6.1.PK	Kindergarten DA:Pr6.1.K	1st DA:Pr6.1.1	2nd DA:Pr6.1.2	3rd DA:Pr6.1.3	4th DA:Pr6.1.4	5th DA:Pr6.1.5	6th DA:Pr6.1.6	7th DA:Pr6.1.7	8th DA:Pr6.1.8	HS Proficient DA:Pr6.1.I	HS Accomplished DA:Pr6.1.II	HS Advanced DA:Pr6.1.III
Present	a. Dance for others in a <b>designated area</b> or space.	a. Dance for and with others in a <b>designated space</b> .	a. Dance for others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas using limited <b>production terminology</b> .	a. Dance for and with others utilizing the main areas of a performance space using <b>production terminology</b> (for example, stage right, stage left, center stage, upstage, and downstage).	a. Present a collaborative dance performance creating a formal performance space from an informal setting (for example, gymnasium or grassy area).	a.Adapt dance to <b>alternative performance venues</b> by modifying spacing and movements to the performance space.	a. Use performance etiquette and performance practices during class, rehearsal and performance. Reflect upon and apply corrections received from director or choreographer to future performances. Demonstrate ability to adapt to various performance areas.	a. Document use of performance etiquette and performance practices during class, rehearsal and performance. Analyze and apply to future performances corrections received from director or choreographer. Collaborate with peers in adapting movement to various performance areas.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) in using performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Evaluate and apply corrections from director or choreographer to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate <b>performance etiquette and performance practices</b> during class, rehearsal, and performance. Post performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using <b>dance terminology and production terminology</b> .	a. Refine leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model <b>performance etiquette and performance practices</b> during class, rehearsal and performance. Implement performance strategies to enhance projection. Post- performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using <b>dance terminology and production elements</b> .	a.Master leadership qualities (for example commitment, dependability, 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 <b>dance terminology and production terminology</b> .
	b. Use a simple <b>prop</b> as part of an <b>improvised</b> dance.	b. Select a <b>prop</b> to use as part of a dance.	b. Explore and demonstrate the use of simple <b>props</b> to enhance performance.	b. Use limited <b>production elements</b> (for example, hand props, simple scenery, or media projections) to enhance performance.	b. Explore simple <b>production elements</b> (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	b. Identify, explore, and experiment with a variety of <b>production elements</b> to heighten the <b>artistic intent</b> and audience experience.	b. Identify, explore, and select <b>production elements</b> that heighten and intensify the <b>artistic intent</b> of a dance and are adaptable for various performance spaces.	b. Correctly use production terminology and explain reasons for choosing among a variety of possible production elements to intensify and heighten the artistic intent of a variety of dance works.	b. Correctly use production terminology to explain how production elements change according to different venues, different audiences, and different dance styles and genres and dances from a variety of cultures,	b. Correctly use production terminology in selecting and applying production elements to enhance the artistic intent of a dance performance created individually or with peers.	b. Acquire understanding of the <b>production elements</b> of a performance and identify ideas that would intensify and heighten the <b>artistic intention</b> of the dances.	b. Develop the skills to individually or collaboratively produce a dance concert on a stage or in an <b>alternative performance venue</b> and plan the <b>production elements</b> that would be necessary to fulfill the <b>artistic intention</b> of the dance works.	b. Refine skills to individually or collaboratively produce dance concerts in a variety of venues and design and organize the <b>production elements</b> that would be necessary to fulfill the <b>artistic intent</b> of the dance works in each of the venues.

Dance - Responding

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?													
Responding	Pre K DA:Re7.1.PK	Kindergarten DA:Re7.1.K	1st DA:Re7.1.1	2nd DA:Re7.1.2	3rd DA:Re7.1.3	4th DA:Re7.1.4	5th DA:Re7.1.5	6th DA:Re7.1.6	7th DA:Re7.1.7	8th DA:Re7.1.8	HS Proficient DA:Re7.1.I	HS Accomplished DA:Re7.1.II	HS Advanced DA:Re7.1.III
Analyze	a. Identify a movement in a dance by repeating it.	a. Find a movement that repeats in a dance.	a. Find a movement that repeats in a dance to create a pattern.	a. Find movements in a learned dance that develop a pattern.	a. Find a movement pattern in a learned dance sequence that creates a <b>movement phrase</b>	a. Find patterns of movement in dance works that create a <b>style</b> or <b>theme</b> .	a. Find meaning or <b>artistic intent</b> based on the patterns of movement in a dance work.	a. Use correct, genre-specific dance terminology to explain how the <b>elements of dance</b> are used in a variety of dance genres, styles, or cultural movement practices.	a. Use correct, genre-specific dance terminology to compare and contrast how the <b>elements of dance</b> are used in a variety of genres, styles, or cultural movement practices	a. Use correct, genre-specific dance terminology to explain how the <b>elements of dance</b> are used to communicate artistic intent in a variety of genres, styles, or cultural movement practices	a. Reflect upon recurring patterns of movement and acquire understanding of their relationships that constitute <b>artistic intention</b> .	a. Analyze dance works and identify examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	a. Evaluate dance works from a variety of dance <b>genres</b> and <b>styles</b> 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 <b>dance elements</b> .	b. Demonstrate and describe observed or performed dance movements from a specific <b>genre</b> or culture using <b>dance elements</b> .	b. Demonstrate and learn movements in dances from different genres or cultures.	b. Learn dance combinations from different <b>genres</b> , then compare and contrast how one dance genre is different from another, or how one <b>cultural movement practice</b> is different from another.	b. Demonstrate and identify different dance <b>styles</b> within a <b>genre</b> or within a <b>cultural movement practice</b> .	b. Describe, using basic <b>dance terminology</b> , the qualities and characteristics of <b>style</b> used in a dance from one's own <b>cultural movement practice</b> . Compare them to the qualities and characteristics of <b>style</b> found in a different dance <b>genre, style, or cultural movement practice</b> , also using basic <b>dance terminology</b> .	b. Describe or demonstrate recurring patterns of movement and their relationships in dance phrases or a dance.	b. Compare, contrast, and discuss 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 <b>elements of dance</b> in a variety of <b>genres, styles, and diverse cultures</b> and <b>historical periods</b> which may be specific to Indiana. Use genre- specific <b>dance terminology</b>	b. Analyze and compare movement patterns and their relationships in a variety of <b>genres, styles, and diverse cultures</b> and <b>historical periods</b> which may be specific to Indiana. Identify and use criteria that measure how movement patterns impact communication and <b>intention</b> . Use genre-specific <b>dance terminology</b> .	b. Evaluate movement patterns in dances using objective and subjective criteria. Analyze <b>aesthetic</b> and cultural styles communicated in dances from a variety of <b>genres, styles, and diverse cultures</b> or <b>historical periods</b> . Use genre- specific <b>dance terminology</b>

<b>Responding</b> <b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b> <b>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.</b> <b>Essential Question(s): How is dance interpreted?</b>													
	Pre K DA:Re8.1.PK	Kindergarten DA:Re8.1.K	1st DA:Re8.1.1	2nd DA:Re8.1.2	3rd DA:Re8.1.3	4th DA:Re8.1.4	5th DA:Re8.1.5	6th DA:Re8.1.6	7th DA:Re8.1.7	8th DA:Re8.1.8	HS Proficient DA:Re8.1.I	HS Accomplished DA:Re8.1.II	HS Advanced DA:Re8.1.III
<b>Interpret</b>	a. Observe a movement and share personal feelings about observed movement.	a. Observe movement and describe it using simple <b>dance terminology</b> .	a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple <b>dance terminology</b> .	a. Use <b>context cues</b> from movement to identify feelings, meaning, and <b>intent</b> in a dance using simple <b>dance terminology</b> .	a. Identify feelings, stories or ideas through movement or gesture. Explain how the main idea is communicated with <b>context cues</b> .	a. Relate movements, ideas, and context to decipher meaning in a dance using basic <b>dance terminology</b> .	a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic <b>dance terminology</b> .	a. Explain how the <b>artistic intent</b> of a dance is achieved through the <b>elements of dance</b> , dance technique, dance structure, <b>choreographic principles, production elements</b> , and context. Use genre specific dance terminology.	a. Compare the meaning of dances from a variety of cultures. Explain how the <b>artistic intent</b> of each dance is achieved through the <b>elements of dance</b> , dance technique, <b>choreographic principles, production elements</b> and context. Use genre specific dance terminology.	a. Explain and cite evidence for how <b>artistic intent</b> is realized in a dance performance through relationships among the <b>elements of dance</b> , dance technique, <b>choreographic principles, production elements</b> and context. Use genre specific dance terminology.	a. Reflect upon a dance and discuss its <b>artistic intent</b> and <b>artistic expression</b> . Identify use of the <b>elements of dance</b> and <b>dance technique</b> to enhance meaning and support intention. Use genre specific <b>dance terminology</b> .	a. Analyze how the <b>elements of dance</b> , execution of <b>dance movement principles</b> and <b>context</b> contribute to <b>artistic expression</b> in a variety of dances. Use genre specific <b>dance terminology</b> .	a. Evaluate and interpret how the <b>elements of dance</b> , execution of <b>dance movement principles</b> , and <b>context</b> contribute to <b>artistic expression</b> across different <b>genres, styles, or diverse cultures</b> and <b>historical periods</b> . Use genre specific <b>dance terminology</b> .

<b>Responding</b> <b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b> <b>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</b> <b>Essential Question(s): What criteria are used to evaluate dance?</b>													
	Pre K DA:Re9.1.PK	Kindergarten DA:Re9.1.K	1st DA:Re9.1.1	2nd DA:Re9.1.2	3rd DA:Re9.1.3	4th DA:Re9.1.4	5th DA:Re9.1.5	6th DA:Re9.1.6	7th DA:Re9.1.7	8th DA:Re9.1.8	HS Proficient DA:Re9.1.I	HS Accomplished DA:Re9.1.II	HS Advanced DA:Re9.1.III
<b>Critique</b>	a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.	a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen using limited <b>dance terminology</b> .	a. Observe or demonstrate dances from a <b>genre</b> or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple <b>dance terminology</b> .	a. Select dance movements from specific <b>genres, styles,</b> or cultures. Identify characteristic movements from these dances and describe in basic <b>dance terminology</b> ways in which they are alike and different.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific <b>genre, style, or cultural movement practice</b> . Use basic <b>dance terminology</b> .	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the <b>elements of dance</b> in <b>genres, styles, or cultural movement practices</b> . Use basic <b>dance terminology</b> to describe characteristics that make a dance artistic and meaningful.	a. Develop artistic criteria to critique a dance using genre-specific <b>dance terminology</b> . Discuss the characteristics and <b>artistic intent</b> of the dance.	a. Refine artistic criteria using genre-specific <b>dance terminology</b> . Compare <b>artistic intent</b> , content and context of dances from a variety of cultures and examine characteristics of genre, style, or cultural movement practice.	a. Evaluate using artistic criteria and genre-specific <b>dance terminology</b> dances from a variety of cultures and historical periods. Consider content, context, genre, style, or cultural movement practice to comprehend <b>artistic expression</b> .	a. Reflect upon the <b>artistic expression</b> of a dance. Discuss insights using <b>aesthetic criteria</b> and <b>dance terminology</b> .	a. Analyze two or more dances using <b>aesthetic criteria</b> to evaluate <b>artistic expression</b> . Apply subjective and objective viewpoints. Use genre-specific <b>dance terminology</b> .	a. Refine personal artistic preferences to critique dance. Apply subjective and objective viewpoints to a range of <b>artistic expression</b> . Discuss perspectives with peers and justify views.

**Dance - Connecting**

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	Kindergarten DA:Cn10.1.K	1st DA:Cn10.1.1	2nd DA:Cn10.1.2	3rd DA:Cn10.1.3	4th DA:Cn10.1.4	5th DA:Cn10.1.5	6th DA:Cn10.1.6	7th DA:Cn10.1.7	8th DA:Cn10.1.8	HS Proficient DA:Cn10.1.I	HS Accomplished DA:Cn10.1.II	HS Advanced DA:Cn10.1.III
e	a. Recognize an emotion expressed in dance movement that is watched or performed	a. Recognize and name an emotion that is experienced when watching, <b>improvising</b> , or performing dance and relate it to a personal experience or feelings.	a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.	a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning using limited <b>dance terminology</b> .	a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.	a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.	a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.	a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.	a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.	a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.	a. Reflect upon the ideas expressed by the choreographer in a dance. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	a. 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.	a. 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.

Synthesize

<p>b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.</p>	<p>b. Observe a work from other <b>art forms</b> (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.</p>	<p>b. Explore connections between dance and other <b>disciplines</b> (For example, observe illustrations from a story). Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the the discipline observed.</p>	<p>b. Respond to a dance work using an <b>inquiry-based set of questions</b> (for example, <b>See, Think, Wonder</b>). Create movement using ideas from responses and explain how certain movements express a specific idea.</p>	<p>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.</p>	<p>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 topic might be communicated using another form of expression.</p>	<p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a <b>dance study</b> that expresses the idea. Explain how the <b>dance study</b> expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>	<p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a <b>dance study</b> that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and create and perform a piece of choreography. Discuss orally or in writing insights relating to knowledge gained through the research process, the synergy of collaboration, the choreography, and the transfer of learning from this project to other learning situations.</p>	<p>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.</p>
---	---	--	--	--	---	---	---	--	---	--	---	--

Connecting		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.												
Relate		Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?												
		Pre K DA:Cn11.1.PK	Kindergarten DA:Cn11.1.K	1st DA:Cn11.1.1	2nd DA:Cn11.1.2	3rd DA:Cn11.1.3	4th DA:Cn11.1.4	5th DA:Cn11.1.5	6th DA:Cn11.1.6	7th DA:Cn11.1.7	8th DA:Cn11.1.8	HS Proficient DA:Cn11.1.I	HS Accomplished DA:Cn11.1.II	HS Advanced DA:Cn11.1.III
		a. Show a dance movement experienced in everyday actions, at home, or elsewhere.	a. Describe or demonstrate the movements in a dance that was watched or performed using limited <b>dance terminology</b> .	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced using simple <b>dance terminology</b> .	a. Observe a dance and relate the movement to the people, communities, or environment in which the dance was created and performed.	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	a. Select and describe movements in a specific <b>genre or style</b> and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	a. Describe how the <b>movement characteristics</b> and qualities of a dance in a specific <b>genre or style</b> communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, 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.	a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	a. Analyze and discuss dances from selected <b>genres or styles</b> and/or diverse cultures and historical periods, and identify similarities and differences among them in relation to the culture or period of origin.	a. Analyze the use of <b>artistic criteria</b> in dances from several <b>genres or styles</b> , diverse cultures or historical periods, and/or world dance forms. Relate ideas expressed in the dances to the culture or period of origin.	a. Integrate knowledge gained from analyzing dances from several <b>genres or styles</b> , diverse cultures and historical periods, and/or world dance forms with one's personal dance experience. Explain how one's dance literacy has expanded.