

Dance

Kindergarten-Fifth Grade

Content Standard:

I. Students create, perform/exhibit, and respond in the Arts.

Learner Results:

The student will:

1. present their own work and works of others.
2. identify their own ideas and images based on themes, symbols, events, and personal experiences.
3. use a variety of materials and sources to experiment with an art form.
4. demonstrate accurate non-motor movements (bend, twist, stretch, and sway).
5. demonstrate accurately eight basic locomotor movements (walk, hop, jump, leap, gallop, slide, and skip).
6. demonstrate the ability to define and maintain personal space.
7. demonstrate kinesthetic awareness, concentration, and focus.
8. create shapes at low, middle, and high levels, identifying symmetry.
9. change movement based on changes in mood, quality, and effort.
10. understand the story depicted in a selected dance.
11. observe and describe the action and movement elements in a brief movement study.
12. demonstrate accuracy in moving to a musical beat and responding to changes in tempo.

Assessment Tools:**Resources:****Alignment to State Standards:**

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Content Standard:

II. Students apply and describe the concepts, structures, and processes in the Arts.

Learner Results:

The student will:

1. **TECHNIQUES** - Dance: identify and apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance.
2. **COMPOSITION** - Dance: apply the elements of space (shape, level, path in space, pattern, and form), time (duration, rhythm), and energy (movement quality) to compose dance phrases.
3. **MEDIUM** - Dance: demonstrate the human body in motion.
4. **PRESENTATION** - Dance: show dance composition with peers, emphasizing focus, and concentration.
5. **STYLE** - Dance: identify examples of folk, popular, and contemporary (e.g., ballet, jazz, modern, and tap) dance.
6. create a dance phrase accurately, repeat it ,and then vary it (making changes in time, space, and or force/energy).
7. demonstrate the ability to work alone and with a partner.
8. demonstrate the following partner skills: copying, leading, following, and mirroring.
9. create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment: identify each of these parts of the sequence.
10. use improvisation to discover and invent movement and to solve movement problems.
11. adapt daily life activities to a movement study.
12. improvise, create, and perform dances based on their own ideas and concepts from other sources.

Assessment Tools:**Resources:****Alignment to State Standards:**

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Content Standard:

III. Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Learner Results:

The student will:

1. describe personal works to others.
2. use vocabulary of the discipline to describe a variety of works of art.
3. devise criteria for evaluation.
4. recognize a variety of different responses to specific works of art.
5. identify at least three goals to improve themselves as dancer/athlete, including proper alignment, flexibility, and strength.
6. explain those healthy practices (such as nutrition, safety) that enhance the ability to dance.
7. coordinate with health enhancement on proper nutrition, safety, and proper warm-up, cool-down, and stretching techniques.

Assessment Tools:**Resources:****Alignment to State Standards:**

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Content Standard:

IV. Students analyze characteristics and merits of their work and the work of others.

Learner Results:

The student will:

1. recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expressions.
2. recognize various reasons for creating works of art.
3. recognize common emotions, experiences, and expressions in art.
4. demonstrate appropriate audience behavior for the context and style of art presented.
5. identify and describe specific works of art belonging to particular cultures, times, and places.
6. explore their own culture as reflected through the Arts.

Assessment Tools:**Resources:****Alignment to State Standards:**

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Kindergarten-Fifth Grade

Content Standard:

V. Students understand the role of the Arts in society, diverse cultures, and historical periods.

Learner Results:

The student will:

1. recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expressions.
2. recognize various reasons for creating works of art.
3. recognize common emotions, experiences, and expressions in art.
4. demonstrate appropriate audience behavior for the context and style of art presented.
5. identify and describe specific works of art belonging to particular cultures, times, and places.
6. explore their own culture as reflected through the Arts.

Assessment Tools:**Resources:****Alignment to State Standards:**

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Content Standard:

VI. Students make connections among the Arts, other subject areas, life, and work.

Learner Results:

The student will:

1. identify similarities and differences in the meanings of common terms/elements used in the various Arts.
2. identify interrelated elements among the Arts and other subject areas.
3. identify the role of the Arts in the world of work.
4. identify how art reflects life.
5. explore, discover, and realize multiple solutions to a given movement problem; choose a favorite solution and discuss the reason for that choice.
6. observe and discuss how dance is different from other forms of human movement.
7. present a dance to peers and discuss its meaning with competence and confidence.
8. observe two dances and discuss how they are similar and different in terms of one of the elements of dance.
9. relate personal preferences in a class discussion about a dance in terms of the formal (balance, rhythm, repetition, and contrast) sensory (movement elements), expressive (mood, emotion, ideas, values), and technical qualities (skill, materials, and methods of presentation).
10. create a dance project that reveals understanding of a concept or idea from another discipline.
11. respond to a dance using another art form; explain the connections between the dance and respond to it.
12. recognize multiple intelligences used in dance and discover how those are used to learn other disciplines spatial, bodily/kinesthetic, inter/interpersonal, linguistic, logical/mathematical, musical).

Assessment Tools:**Resources:****Alignment to State Standards:**