

<p>Discipline: Dance</p> <p>Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Explore</p> <p>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>			
<p>Pre K</p> <p>DA:Cr1.1.PK</p>	<p>Kindergarten</p> <p>DA:Cr1.1.K</p>	<p>1st</p> <p>DA:Cr1.1.1</p>	<p>2nd</p> <p>DA:Cr1.1.2</p>
<p>a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).</p> <p>b. Find a different way to do several basic locomotor and non-locomotor movements.</p>	<p>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.</p> <p>b. Combine a variety of movements while manipulating the elements of dance.</p>
<p>3rd</p> <p>DA:Cr1.1.3</p>	<p>4th</p> <p>DA:Cr1.1.4</p>		<p>5th</p> <p>DA:Cr1.1.5</p>
<p>a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>b. Explore a given movement problem. Select and demonstrate a solution.</p>	<p>a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</p> <p>b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.</p>		<p>a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p> <p>b. Construct and solve multiple movement problems to develop choreographic content.</p>

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<p>6th</p> <p>DA:Cr1.1.6</p>		<p>7th</p> <p>DA:Cr1.1.7</p>		<p>8th</p> <p>DA:Cr1.1.8</p>	
<p>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</p> <p>b. Explore various movement vocabularies to transfer ideas into choreography.</p>		<p>a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.</p> <p>b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.</p>		<p>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p>	
<p>HS Proficient</p> <p>DA:Cr1.1.I</p>		<p>HS Accomplished</p> <p>DA:Cr1.1.II</p>		<p>HS Advanced</p> <p>DA:Cr1.1.III</p>	
<p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>		<p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</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 that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p>		<p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>	

<p>Discipline: Dance Artistic Process: Creating</p> <p>Anchor Standard: Organize and develop artistic ideas and work</p> <p>Process Component: Plan</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question(s): What influences choice-making in creating choreography?</p>			
Pre K DA:Cr2.1.PK	Kindergarten DA:Cr2.1.K	1st DA:Cr2.1.1	2nd DA:Cr2.1.2
<p>a. Improvise dance that starts and stops on cue.</p> <p>b. Engage in dance experiences moving alone or with a partner.</p>	<p>a. Improvise dance that has a beginning, middle, and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner</p>	<p>a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.</p> <p>b. Choose movements that express an idea or emotion, or follow a musical phrase.</p>	<p>a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.</p> <p>b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p>
3rd DA:Cr2.1.3	4th DA:Cr2.1.4		5th DA:Cr2.1.5
<p>a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).</p> <p>b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>	<p>a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.</p> <p>b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p>		<p>a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p> <p>b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p>

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<p>a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.</p>	<p>a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.</p>	<p>a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.</p> <p>b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p>
<p>HS Proficient</p> <p>DA:Cr2.1.I</p>	<p>HS Accomplished</p> <p>DA:Cr2.1.II</p>	<p>HS Advanced</p> <p>DA:Cr2.1.III</p>
<p>a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.</p> <p>b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.</p>	<p>a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.</p> <p>b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement</p>	<p>a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p>b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.</p>

Discipline: Dance Anchor Standard: Refine and complete artistic work. Process Component: Revise 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:Cr3.1.PK	Kindergarten DA:Cr3.1.K	1st DA:Cr3.1.1	2nd DA:Cr3.1.2
a. Respond to suggestions for changing movement through guided improvisational experiences. b. Identify parts of the body and document a body shape or position by drawing a picture	a. Apply suggestions for changing movement through guided improvisational experiences. b. Depict a dance movement by drawing a picture or using a symbol.	a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences. b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).
3rd DA:Cr3.1.3	4th DA:Cr3.1.4		5th DA:Cr3.1.5
a. Revise movement choices in response to feedback to improve a short dance study . Describe the differences the changes made in the movements. b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	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. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).		a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent . Explain the movement choices and refinements. b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

<p>Discipline: Dance</p> <p>Anchor Standard: Refine and complete artistic work.</p> <p>Process Component: Revise</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>		
<p>6th DA:Cr3.1.6</p>	<p>7th DA:Cr3.1.7</p>	<p>8th DA:Cr3.1.8</p>
<p>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p> <p>b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.</p>	<p>a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.</p> <p>b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.</p>	<p>a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p> <p>b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.</p>
<p>HS Proficient DA:Cr3.1.I</p>	<p>HS Accomplished DA:Cr3.1.II</p>	<p>HS Advanced DA:Cr3.1.III</p>
<p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p>	<p>a. Clarify the artistic intent of a dance by refining choreographic devices and dance 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.</p> <p>b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>	<p>a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>

<p>Discipline: Dance Artistic Process: Performing</p> <p>Anchor Standard: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Express</p> <p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p> <p>Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?</p>			
Pre K DA:Pr4.1.PK	Kindergarten DA:Pr4.1.K	1 st DA:Pr4.1.1	2 nd DA:Pr4.1.2
<p>a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.</p> <p>b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.</p> <p>c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).</p>	<p>a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes 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>b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).</p>	<p>a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.</p> <p>b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p>c. Demonstrate movement characteristics along with movement vocabulary (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>a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.</p> <p>c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.</p>

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3 rd DA:Pr4.1.3	4 th DA:Pr4.1.4	5 th DA:Pr4.1.5
<p>a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised locomotor and non-locomotor 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>c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.</p>	<p>a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p>b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.</p> <p>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.</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>b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.</p> <p>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.</p>

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6 th DA:Pr4.1.6	7 th DA:Pr4.1.7	8 th DA:Pr4.1.8
<p>a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.</p> <p>c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.</p>	<p>a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.</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>c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</p>	<p>a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.</p> <p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>

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<p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<p>a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”</p> <p>c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.</p>	<p>a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>

<p>Discipline: Dance</p> <p>Artistic Process: Performing</p> <p>Anchor Standard: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Embody</p> <p>Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?</p>			
Pre K	Kindergarten	1 st	2 nd
DA:Pr5.1.PK	DA:Pr5.1.K	DA:Pr5.1.1	DA:Pr5.1.2
<p>a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.</p> <p>b. Move in general space and start and stop on cue while maintaining personal space.</p> <p>c. Identify and move body parts and repeat movements upon request.</p>	<p>a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.</p> <p>b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>c. Move body parts in relation to other body parts and repeat and recall movements upon request.</p>	<p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.</p> <p>b. Move safely in general space through a range of activities and group formations while maintaining personal space.</p> <p>c. Modify movements and spatial arrangements upon request.</p>	<p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.</p> <p>b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.</p> <p>c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p>

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3 rd DA:Pr5.1.3	4 th DA:Pr5.1.4	5 th DA:Pr5.1.5
<p>a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p> <p>c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills</p>	<p>a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.</p> <p>b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.</p> <p>c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p>	<p>a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p> <p>b. 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.</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>

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<p>a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p> <p>b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p>c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self- improvements over time</p>	<p>a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p> <p>b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.</p> <p>c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).</p>	<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p> <p>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.</p> <p>c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).</p>

<p>Discipline: Dance Artistic Process: Performing</p> <p>Anchor Standard: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Embody</p> <p>Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?</p>		
<p>HS Proficient</p> <p>DA:Pr5.1.I</p>	<p>HS Accomplished</p> <p>DA:Pr5.1.II</p>	<p>HS Advanced</p> <p>DA:Pr5.1.III</p>
<p>a. Embody 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.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how-research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>

<p>Discipline: Dance</p> <p>Artistic Process: Performing</p> <p>Anchor Standard: Convey meaning through the presentation of artistic work</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question(s): How does a dancer heighten artistry in a public performance?</p>			
Pre K	Kindergarten	1 st	2 nd
DA:Pr6.1.PK	DA:Pr6.1.K	DA:Pr6.1.1	DA:Pr6.1.2
<p>a. Dance for others in a designated area or space.</p> <p>b. Use a simple prop as part of a dance.</p>	<p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p>	<p>a. Dance for others in a space where audience and performers occupy different areas.</p> <p>b. Explore the use of simple props to enhance performance.</p>	<p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Use limited production elements (for example, hand props, simple scenery, or media projections).</p>
3 rd	4 th	5 th	
DA:Pr6.1.3	DA:Pr6.1.4	DA:Pr6.1.5	
<p>a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).</p> <p>b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</p>	<p>a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).</p> <p>b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p>	<p>a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p>	

<p>Discipline: Dance</p> <p>Artistic Process: Performing</p> <p>Anchor Standard: Convey meaning through the presentation of artistic work</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question(s): How does a dancer heighten artistry in a public performance?</p>		
6 th	7 th	8 th
DA:Pr6.1.6	DA:Pr6.1.7	DA:Pr6.1.8
<p>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p>	<p>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p>

<p>Discipline: Dance</p> <p>Artistic Process: Performing</p> <p>Anchor Standard: Convey meaning through the presentation of artistic work</p> <p>Process Component: Present</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question(s): How does a dancer heighten artistry in a public performance?</p>		
<p>HS Proficient</p> <p>DA:Pr6.1.I</p>	<p>HS Accomplished</p> <p>DA:Pr6.1.II</p>	<p>HS Advanced</p> <p>DA:Pr6.1.III</p>
<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices 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 dance terminology and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p>	<p>a. • Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices 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 dance terminology and production terminology.</p> <p>b. Work collaboratively to 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 dance works.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p> <p>b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.</p>

Discipline: Dance Anchor Standard: Perceive and analyze artistic work. Process Component: Analyze Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question(s): How is a dance understood?			
Pre K DA:Re.7.1.PK	Kindergarten DA:Re.7.1.K	1st DA:Re.7.1.1	2nd DA:Re.7.1.2
a. Identify a movement in a dance by repeating it. b. Demonstrate an observed or performed dance movement.	a. Find a movement that repeats in a dance. b. Demonstrate or describe observed or performed dance movements	a. Find a movement that repeats in a dance to make a pattern. b. Demonstrate and describe observed or performed dance movements from a specific genre or culture	a. Find movements in a dance that develop a pattern. b. Demonstrate and describe movements in dances from different genres or cultures.
3rd DA:Re.7.1.3	4th DA:Re.7.1.4		5th DA:Re.7.1.5
a. Find a movement pattern that creates a movement phrase in a dance work b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.	a. Find patterns of movement in dance works that create a style or theme . b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice .		a. Find meaning or artistic intent from the patterns of movement in a dance work. b. Describe, using basic dance terminology , the qualities and characteristics of style used in a dance from one's own cultural movement practice . Compare them to the qualities and characteristics of style found in a different dance genre , style , or cultural movement practice , also using basic dance terminology .

Discipline: Dance Anchor Standard: Perceive and analyze artistic work. Process Component: Analyze Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question(s): How is a dance understood?		
6th DA:Re.7.1.6	7th DA:Re.7.1.7	8th DA:Re.7.1.8
a. Describe or demonstrate recurring patterns of movement and their relationships in dance. b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices . Use genre-specific dance terminology .	a. Compare, contrast, and discuss patterns of movement and their relationships in dance. b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices . Use genre-specific dance terminology .	a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent . b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology .
HS Proficient DA:Re.7.1.I	HS Accomplished DA:Re.7.1.II	HS Advanced DA:Re.7.1.III
a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent . b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology .	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance. b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology .	a. Analyze 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. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices . Use genre-specific dance terminology .

Discipline: Dance Anchor Standard: Interpret intent and meaning in artistic work Process Component: Interpret 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?			
Pre K DA:Re8.1.PK	Kindergarten DA:Re8.1.K	1st DA:Re8.1.1	2nd DA:Re8.1.2
a. Observe a movement and share impressions.	a. Observe movement and describe it using simple dance terminology .	a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology .	a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology .
3rd DA:Re8.1.3	4th DA:Re8.1.4		5th DA:Re8.1.5
a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology .	a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology .		a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology .

<p>Discipline: Dance</p> <p>Anchor Standard: Interpret intent and meaning in artistic work</p> <p>Process Component: Interpret</p> <p>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.</p> <p>Essential Question(s): How is dance interpreted?</p>		
<p>6th</p> <p>DA:Re8.1.6</p>	<p>7th</p> <p>DA:Re8.1.7</p>	<p>8th</p> <p>DA:Re8.1.8</p>
<p>a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.</p>	<p>a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.</p>	<p>a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.</p>
<p>HS Proficient</p> <p>DA:Re8.1.I</p>	<p>HS Accomplished</p> <p>DA:Re8.1.II</p>	<p>HS Advanced</p> <p>DA:Re8.1.III</p>
<p>a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p>	<p>a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.</p>	<p>a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.</p>

Discipline: Dance Anchor Standard: Apply criteria to evaluate artistic work. Process Component: Critique Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question(s): What criteria are used to evaluate dance?			
Pre K DA:Re9.1.PK	Kindergarten DA:Re9.1.K	1st DA:Re9.1.1	2nd DA:Re9.1.2
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.	a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology .
3rd DA:Re9.1.3	4th DA:Re9.1.4		5th DA:Re9.1.5
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.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style , or cultural movement practice . Use basic dance terminology .		a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles , or cultural movement practices . Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

<p>Discipline: Dance</p> <p>Artistic Process: Responding</p> <p>Anchor Standard: Apply criteria to evaluate artistic work.</p> <p>Process Component: Critique</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question(s): What criteria are used to evaluate dance?</p>		
<p>6th</p> <p>DA:Re9.1.6</p>	<p>7th</p> <p>DA:Re9.1.7</p>	<p>8th</p> <p>DA:Re9.1.8</p>
<p>a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.</p>	<p>a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.</p>	<p>a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>
<p>HS Proficient</p> <p>DA:Re9.1.I</p>	<p>HS Accomplished</p> <p>DA:Re9.1.II</p>	<p>HS Advanced</p> <p>DA:Re9.1.III</p>
<p>a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.</p>	<p>a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.</p>	<p>a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.</p>

<p>Discipline: Dance</p> <p>Artistic Process: Connecting</p> <p>Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>			
Pre K DA:Cn10.1.PK	Kindergarten DA:Cn10.1.K	1st DA:Cn10.1.1	2nd DA:Cn10.1.2
<p>a. Recognize an emotion expressed in dance movement that is watched or performed</p> <p>b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.</p>	<p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</p>	<p>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p> <p>b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.</p>	<p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p>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.</p>
3rd DA:Cn10.1.3	4th DA:Cn10.1.4		5th DA:Cn10.1.5
<p>a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</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>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.</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>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.</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 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.</p>

<p>Discipline: Dance</p> <p>Artistic Process: Connecting</p> <p>Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Synthesize</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>		
<p>6th</p> <p>DA:Cn10.1.6</p>	<p>7th</p> <p>DA:Cn10.1.7</p>	<p>8th</p> <p>DA:Cn10.1.8</p>
<p>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.</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 dance study 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>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.</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 as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</p>	<p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal 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 deepens understanding of the topics.</p>
<p>HS Proficient</p> <p>DA:Cn10.1.I</p>	<p>HS Accomplished</p> <p>DA:Cn10.1.II</p>	<p>HS Advanced</p> <p>DA:Cn10.1.III</p>
<p>a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.</p> <p>b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the 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>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.</p> <p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p>	<p>a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.</p> <p>b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p>

Discipline: Dance Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Process Component: Relate 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?			
Pre K DA:Cn11.1.PK	Kindergarten DA:Cn11.1.K	1st DA:Cn11.1.1	2nd DA:Cn11.1.2
a. Show a dance movement experienced at home or elsewhere.	a. Describe or demonstrate the movements in a dance that was watched or performed.	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
3rd DA:Cn11.1.3	4th DA:Cn11.1.4		5th DA:Cn11.1.5
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 genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.		a. 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 genre or style originated.
6th DA:Cn11.1.6	7th DA:Cn11.1.7		8th DA:Cn11.1.8
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 localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.		a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

<p>Discipline: Dance</p> <p>Artistic Process: Connecting</p> <p>Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component: Relate</p> <p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>		
<p>HS Proficient</p> <p>DA:Cn11.1.HS.I</p>	<p>HS Accomplished</p> <p>DA:Cn11.1.HS.II</p>	<p>HS Advanced</p> <p>DA:Cn11.1.HS.III</p>
<p>a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate</p>	<p>a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.</p>	<p>a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.</p>