

Dance Crosswalk Elementary School

2010 Dance Standards	2014 National Visual Arts Standards	2017 Dance Standards
<p>Standard 1: The student will identify and demonstrate movement elements and skills and apply them while performing dance.</p> <p>Kindergarten:</p> <p>DK-1.1 Demonstrate and identify nonlocomotor movements (for example, bend, twist, stretch, swing).</p> <p>DK-1.2 Demonstrate and identify locomotor movements (for example, walk, run, hop, jump).</p> <p>DK-1.3 Recognize and explore the similarities and/or differences between two genres or forms of dance.</p> <p>DK-1.4 Use his or her body to form shapes at low, middle, and high levels.</p> <p>DK-1.5 Safely maintain personal space while moving.</p> <p>DK-1.6 Start, change, and stop movement in response to a rhythm.</p> <p>DK-1.7 Demonstrate kinesthetic awareness through exploration of whole body and body parts in isolation.</p> <p>DK-1.8 Develop the ability to memorize and replicate brief movement sequences.</p> <p>DK-1.9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, swing, bend) and movement elements (for example, levels, direction) in a brief movement study.</p> <p>DK-1.10 Refine technique through teacher correction.</p> <p>Third Grade:</p> <p>D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in locomotor and nonlocomotor movements.</p> <p>D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more genres or forms of dance.</p> <p>D3-1.3 Explore transitions between shapes formed on low, middle, and high levels.</p> <p>D3.1-5 Identify and demonstrate a range of movement qualities (for example, sharp, smooth, swinging, shaking, loose).</p> <p>D3.1-6 Develop and demonstrate increasing kinesthetic awareness, concentration, focus, and projection when performing movement skills.</p> <p>D3.1-7 Demonstrate accurate memorization and replication of brief movement sequences.</p> <p>D3.1-9 Continue to refine technique through teacher correction and self-evaluation.</p>	<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Anchor Standard 3: I can perform movement skills and techniques.</p> <p>Anchor Standard 4: I can perform the dance elements.</p>

Standard 2: The student will implement choreographic principles, processes, and structures.

Kindergarten:

DK-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).

DK-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).

DK-2.3 Identify and demonstrate patterns in **choreographic structures**.

DK-2.4 Work with a partner or in a small group during the **choreographic process**.

DK-2.5 Demonstrate the following **partnering** skills: copying, leading, following, and mirroring.

DK-2.6 Describe and evaluate the **choreographic tools** used in the dance works of his or her peers.

DK-2.7 Translate simple **motif description/dance notation** into movement.

Third Grade:

D3-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, **space**, and/or force/energy.

D3-2.3 Identify and demonstrate the structures or forms of **AB**, **ABA**, **canon**, **call and response**, and **narrative**.

D3-2.4 Explore and demonstrate the principles of contrast and **transition**.

D3-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.

D3-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.

D3-2.7 Analyze and describe the **choreographic tools** used in major dance works and in those of his or her peers.

D3-2.8 Use **motif description/dance notation** to create and record brief dance **phrases**.

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

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.

Anchor Standard 2: I can choreograph a dance.

Standard 3: The student will use dance as a medium to communicate meaning and/or artistic intent.

Kindergarten:

DK-3.1 Identify and demonstrate the difference between dance and other forms of movement (for example, sports maneuvers, everyday gestures).

DK-3.2 Respond to dance by using dance terminology (for example, movement vocabulary, descriptive language, **dance notation**, dance elements).

DK-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).

DK-3.4 Explain the manner in which lighting, costuming, and props are used in a dance.

DK-3.5 Explore dance movements that communicate feelings and ideas.

Third Grade:

D3-3.1 Identify and demonstrate the difference between literal and abstract gestures.

D3-3.2 Respond to and interpret dance using dance terminology (for example, movement vocabulary, descriptive language, **dance notation, dance elements**)

D3-3.3 Respond to the accompaniment in a dance and identify the mood it creates (for example, sound, music, spoken text).

D3-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance.

D3-3.5 Explore and perform dances and create brief movement sequences that communicate feelings and ideas.

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

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 5: I can describe, analyze and evaluate the meaning of a dance work.

Standard 4: The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

Kindergarten:

DK-4.1 Demonstrate multiple solutions to a simple movement problem (for example, creating rounded, twisted, stretched, and/or bent shapes) and identify his or her favorite solution.

DK-4.2 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

Third Grade:

D3-4.1 Demonstrate multiple solutions to a complex movement problem (for example, moving through **space** in a curved **pathway** while changing **levels**) and identify the most interesting solutions.

D3-4.2 Compare and contrast two very different dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).

D3-4.3 Identify and describe **aesthetic criteria** within dances (forexample, skill of the performers, originality of the **choreography**, intent of the choreographer).

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 5: I can describe, analyze and evaluate the meaning of a dance work.

<p>Standard 5: The student will demonstrate an understanding of dance in various cultures and historical periods.</p> <p>Kindergarten: DK-5.1 Perform two or more simple folk dances and/or social dances from different cultures. DK-5.2 Identify the role of dance in different communities and cultures. DK-5.3 Identify past and present notable figures in dance. DK-5.4 Observe and/or perform selected movements from masterworks (with all copyright restrictions observed).</p> <p>Third Grade: D3-5.1 Perform two or more simple folk dances, social dances, classical dances, and/or theatrical dances from a variety of cultures and identify and describe the similarities and differences among them. D3-5.2 Compare and contrast the cultural and historical context of dance in different communities and cultures. D3-5.3 Compare and contrast the works of past and present notable figures in dance. D3-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).</p>	<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>Standard 6: I can examine and perform dance styles from a variety of historical periods and cultures.</p>
<p>Standard 6: The student will identify and apply healthful practices related to dance.</p> <p>Kindergarten: DK-6.1 Identify the ways that healthy practices enhance one’s ability to dance. DK-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury. DK-6.3 Demonstrate warm-up exercises that prepare the body for dancing.</p> <p>Third Grade: D3-6.1 Recognize the ways that healthy practices enhance one's ability to dance, demonstrating respect for his or her own physical well-being and that of others D3-6.2 Identify and describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury. D3-6.3 Demonstrate warm-up exercises and explain the ways that warming up prepares the body for dancing.</p>	<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Standard 8: I can identify and apply healthful practices related to dance.</p>

Standard 7: The student will make connections between dance and other arts disciplines, other content areas, and the world.

Kindergarten:

DK-7.1 Identify similarities and differences among the arts.

DK-7.2 Respond to a dance by using another art form (for example, drawing, painting, singing).

DK-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the water cycle).

DK-7.4 Identify the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).

DK-7.5 Identify applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).

DK-7.6 Identify various careers in dance.

Third Grade:

D3-7.1 Identify and describe similarities and differences among the arts.

D3-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).

D3-7.3 Explore movement and create a brief movement **phrase** based on a concept or idea from another discipline or everyday life (for example, the water cycle).

D3-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.