

Nebraska K-12 Fine Arts Standards: Dance

(Jan 22, 2014 edit: December 6, 2013 Nebraska State Board of Education draft)

| K-12 Dance: Students will develop knowledge and skills to create, perform, respond, and connect artistic ideas and expressions through dance and movement. | | | | | |
|--|--|--|---|--|--|
| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 | |
| Create Concepts | | FA 2.3.1 Students will use dance elements (glossary) and choreographic principles (glossary) (direction, tempo (glossary), and level) to explore ideas and images | FA 5.3.1 Students will use dance elements (glossary) and choreographic principles (glossary) to develop movements that communicate ideas, images, and feelings. | FA 8.3.1 Students will use dance elements (glossary) and choreographic principles (glossary) and structures to construct dances that communicate ideas, images, feelings, and experiences. | FA 12.3.1 Students will employ dance elements (glossary) and choreographic principles (glossary), structures, and processes to create dances that communicate ideas, images, feelings, and experiences. |
| | Formulate | FA 2.3.1.a Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery). Use similes such as "flit like a butterfly" and "slither like a snake" to prompt movement exploration. | FA 5.3.1.a Generate spontaneous movement independently to develop ideas, images, and feelings (e.g., pantomime (glossary) , communicate an emotion or idea through gestural movement). Show "excitement" using a variety of movements within special boundaries, portray through movement what you would like to be when you grow up. | FA 8.3.1.a Generate spontaneous movement independently to construct ideas, images, feelings, and experiences, using exaggeration (e.g., use a small moment or personal narrative (glossary) to create a short movement phrase (glossary)). Through movement, express a time you were scared. | FA 12.3.1.a Generate movement and create dance phrases to communicate ideas, images, feelings, and experiences based on inspiration from a variety of sources (e.g., create a dance phrase (glossary) based on a favorite song, poem, and art piece). ABA (glossary) form, repetition, inversion, retrograde (glossary). |
| | Utilize | FA 2.3.1.b Create movements that use a variety of dance elements (glossary) (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities). Follow the leader. Move through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon. | FA 5.3.1.b Create movement sequences that combine a variety of dance elements (glossary) and images (e.g., combine multiple ideas or images to create a movement sequence). Make a movement sequence using students' examples of "excitement". Create a "when I grow up" movement sequence. | FA 8.3.1.b Create and compare multiple movement phrases (glossary) that use a variety of dance elements (glossary) and simple choreographic structures (glossary) (e.g., deconstruct movement to explore choreographic structures (glossary)). Explore what happens to a phrase (glossary) when you change the tempo (glossary), level, direction, sequence, repetition. | FA 12.3.1.b Create a dance sequence that uses a variety of dance elements (glossary) implementing simple choreographic structures (glossary) and principles (glossary) to fulfill choreographic intent (glossary) (e.g., select phrases (glossary) for expansion into dance sequences). Edit movement phrases (glossary) by changing rhythm, tempo (glossary), dynamics (glossary), and use of space. |
| | Improvise | FA 2.3.1.c Participate in movement invention, improvise (glossary) with others (e.g., demonstrate the roles of leader and follower or the activity of "give and take"). | FA 5.3.1.c Invent a movement sequence with others, using improvisation (glossary) to generate movement ideas (e.g., use and understand the importance of cooperation and collaboration – Always say 'yes'). Echoing, pass the movement. | FA 8.3.1.c Invent movement sequences with others, using improvisation (glossary) to generate movement ideas that develop from a variety of prompts and sources (e.g., incorporating others' ideas to combine and layer movement elements). Respond to musical accents (glossary), rhythms, narratives (glossary), artwork, images. | FA 12.3.1.c Understand and apply the role of improvisation (glossary) in creating choreography (glossary) with others (e.g., create cohesive transitions between the phrases (glossary)). Use improvisation (glossary) to create transitions. Use communication and collaboration skills to solidify choreography (glossary). |
| Cooperate | FA 2.3.1.d Collaborate (glossary) to solve simple movement problems, explore and develop ideas and concepts (e.g., creating shapes as a small group, moving as a unit). Create circles, triangles, squares, chains, smaller groups within the larger group. | FA 5.3.1.d Explore a variety of solutions to movement problems with others to create a movement sequence (e.g., choose and order the movements in a sequence). Beginning, middle, and end. | FA 8.3.1.d Manipulate movement ideas, choose from a variety of solutions to movement problems, and working with others establish a simple movement study (glossary) , (e.g., collaborate with peers to set formations and spatial patterns for a group work using learned movement material). Give students a beginning of a movement phrase (glossary) and have them finish it as a group. | FA 12.3.1.d Manipulate movement ideas, choose from a variety of solutions to movement problems, and work with others to create choreography (glossary) (e.g., create a group work for peers). Works may be based on an abstract (glossary) concept such as time, or a concrete subject such as a personal experience. | |

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| | | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
| Create Movement | | FA 2.3.2 Students will explore movement skills in dance. | FA 5.3.2 Students will develop movement skills in dance. | FA 8.3.2 Students will comprehend and demonstrate movement skills in dance. | FA 12.3.2 Students will apply movement skills in dance. |
| | Manipulate | FA 2.3.2.a Explore locomotor and non-locomotor movement to develop dance technique (<i>glossary</i>) (e.g., gross motor movements). <i>Skipping, hopping, marching, swaying, swinging, spinning, jumping.</i> | FA 5.3.2.a Demonstrate whole body movements, flexibility, and endurance to develop dance technique (<i>glossary</i>) (e.g., execute exercises and combinations that build strength, awareness, coordination, control). <i>Demonstrate and practice proper alignment</i> (<i>glossary</i>), isolations, implementing a warm-up and cool down routine. | FA 8.3.2.a Execute body movements, flexibility, endurance, and strength with accuracy to develop dance technique (<i>glossary</i>) (e.g., execute movement in a variety of dance forms with accuracy). <i>Explore basic steps from a teacher-created list of dance forms. Teacher models and students demonstrate.</i> | FA 12.3.2.a Use a variety of body movements, flexibility, endurance, strength, and proper alignment (<i>glossary</i>) to develop form and execute dance technique (<i>glossary</i>) (e.g., execute extended sequences in a variety of dance forms with a high rate of accuracy). |
| | Modify | FA 2.3.2.b Develop body awareness by exploring how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow). <i>Axial movements, balancing, spatial exploration.</i> | FA 5.3.2.b Demonstrate the ability to move rhythmically, explore levels (<i>glossary</i>) in space, and shifting weight, with and without locomotion in performing dance (e.g., plié, triplet, galloping, battement, three-point turn, grapevine, lunge, balance (<i>glossary</i>)). <i>Incorporating arm movements, perform these traveling across the floor or put them together in a small series. Try with a variety of music.</i> | FA 8.3.2.b Move in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style (<i>glossary</i>), genre (<i>glossary</i>), or other influences (e.g., use rhythm, space, weight, flow to respond to various influences). <i>Connect step series and perform with differing intentions apropos to the style</i> (<i>glossary</i>) of outside influences . | FA 12.3.2.b Apply time, space, weight, and flow in performing dance (e.g., use expressive musical phrasing and dynamic control). |
| Reconstruct | Addressed at grades 3-5 . | FA 5.3.2.c Demonstrate spatial qualities and pathways including moving in curved, straight, and zig-zag pathways; moving at levels (<i>glossary</i>) from low to middle to high; leaping; rolling; and combinations to a variety of rhythms (e.g., plié, triplet, galloping, battement, three-point turn, grapevine, lunge, balance (<i>glossary</i>)). <i>Incorporating arm movements, perform these traveling across the floor or put them together in a small series. Try with a variety of rhythms.</i> | FA 8.3.2.c Implement technical skills from a variety of dance forms (e.g., modern, ballet, tap, jazz, hip-hop) after viewing a performance. <i>Bring in a guest artist that specializes in a genre</i> (<i>glossary</i>), or view an <i>outside performance</i> (<i>glossary</i>) and replicate the choreography (<i>glossary</i>). | FA 12.3.2.c Recognize differences and execute technical skills from a variety of dance styles (<i>glossary</i>) (e.g., study techniques (<i>glossary</i>) such as ballet, modern, "release technique", West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, latin, ballroom). <i>After completion of multiple units find similarities in technique</i> (<i>glossary</i>). Attend and discuss an outside workshop in differing styles (<i>glossary</i>). | |

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| Perform | FA 2.3.3 Students will explore etiquette (glossary) to enhance dance performance (glossary). | FA 5.3.3 Students will employ proper etiquette (glossary) to enhance dance performance (glossary). | FA 8.3.3 Students will understand how to use performance (glossary) values (kinesthetic (glossary) awareness, concentration, focus, and etiquette (glossary)) to enhance dance performance (glossary). | FA 12.3.3 Students will understand how to apply performance (glossary) values (kinesthetic (glossary) awareness, concentration, focus, and etiquette (glossary)) to enhance dance performance (glossary). |
| | FA 2.3.3.a Identify examples of audience etiquette (glossary) that support and enhance the performance (glossary) experience (e.g., develop guidelines with peers and teacher for expressing opinions about dance). Raise hand to give positive feedback, polite applause. | FA 5.3.3.a Demonstrate appropriate behaviors and etiquette (glossary) while observing and performing dance (glossary) (e.g., create a set of agreed-upon criteria for evaluating dance with teacher and peers). Invite a group to perform appropriate and inappropriate responses. Discuss the differences. | FA 8.3.3.a Use appropriate behaviors and etiquette (glossary) while observing, creating, and performing dance movements (e.g., reflect upon personal criteria for evaluating dance, and share in class discussion). Student self-reflection and peer assessment. Implement evaluation skills. | FA 12.3.3.a Apply appropriate behaviors and etiquette (glossary) while observing, creating, and performing dance (e.g., demonstrate safe practices for each genre (glossary), apply dance experience and knowledge, exhibit dance awareness). Be respectful of the space, student, instructor and self. Ask students to list points of etiquette (glossary) regarding individual genres (glossary). |
| | Addressed at grades 6-8. | Addressed at grades 6-8. | FA 8.3.3.b Identify the impact of performance (glossary) values of clarity, concentration, focus, and projection (glossary) on dance performance (glossary) (e.g., collaborate (glossary) with peers for group work using learned movement materials). Feedback from an informed outside source on performance (glossary) values. Create an action plan on given feedback. Learn how to take constructive criticism. | FA 12.3.3.b Understand the impact of performance (glossary) values of clarity, concentration, focus, and projection (glossary) on dance performance (glossary) (e.g., understand the concepts of solo, duet, and groups, and the impact of each). Create a solo, duet or group performance (glossary) reflecting a distinct personal statement. Students will conduct peer assessment. |
| Interpret | Addressed at grades 6-8. | Addressed at grades 6-8. | FA 8.3.3.c Recognize how self-assessment can be used to refine dance performance (glossary) (e.g., maintain a dance journal, using research, resources, notation, peer assessments, and self-reflections). Give a few minutes at the end of each class period for journaling. | FA 12.3.3.c Understand how self-assessment, teacher, and peer feedback can be used to refine dance performance (glossary) (e.g., maintain a dance portfolio: journal, research, ideas, drawings, print-media clippings, resources, and performance (glossary) notes. Recognize dance may look different to an audience vs. the way it feels to a performer). Interview an audience member and a dancer to get varying views. Apply constructive criticism from feedback to future rehearsals and performances (glossary). |

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| Respond | FA 2.3.4 Students will explore critical thinking skills to evaluate dance. | FA 5.3.4 Students will develop critical thinking skills to analyze and evaluate dance. | FA 8.3.4 Students will demonstrate critical thinking skills to analyze and evaluate dance. | FA 12.3.4 Students will apply critical thinking skills to analyze and evaluate dance. |
| | FA 2.3.4.a Explore and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use descriptive words to explore imagery). <i>View photos or videos of dance and discuss imagery, shapes, and ideas. Discuss student-generated free movement activities.</i> | FA 5.3.4.a Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery). <i>View photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.</i> | FA 8.3.4.a Explain and interpret how elements of movement and choreographic structures (<i>glossary</i>) are used to communicate ideas in dance (e.g., encourage students to analyze movements in order to explore imagery and give perception). <i>Research the connections between dance styles (glossary). Discover the uses of cultural dances in order to communicate.</i> | FA 12.3.4.a Use accurate dance terminology to describe how elements of movement and choreographic structures (<i>glossary</i>) are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance (<i>glossary</i>)). <i>Write a review and compare it to a professional review. View an episode of "So You Think You Can Dance" or "Dancing With the Stars." Write and compare student and judge critiques.</i> |
| | Addressed at grades 6-8 . | Addressed at grades 6-8 . | FA 8.3.4.b Recognize and discuss the use of dance elements (<i>glossary</i>) and choreographic forms and structures in a variety of dance compositions (e.g., View live or recorded dance performance and discuss, compare, and contrast). | FA 12.3.4.b Analyze the use of dance elements and choreographic forms and structures in a variety of significant, current dance works for the 21 st century (e.g., implement analytical skills to examine current companies and/or choreographers). <i>Research a contemporary (<i>glossary</i>), emerging choreographer and write a report. Explore a current dance company and assess requirements for admission.</i> |

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| Connect | FA 2.3.5 Students will explore cultural and interdisciplinary connections with dance. | FA 5.3.5 Students will identify cultural and interdisciplinary connections with dance. | FA 8.3.5 Students will understand cultural, interdisciplinary, and historical connections with dance. | FA 12.3.5 Students will apply cultural, interdisciplinary, and historical connections with dance. |
| | FA 2.3.5.a Use dance to connect to social events, ideas, and traditions (e.g., list the reasons people dance, sharing personal dance experiences; family events, social gatherings, to express emotions). <i>Create a word/picture wall using these examples.</i> | FA 5.3.5.a Use dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture). <i>Learn a dance from one's heritage and teach it to the class. Explain when and by whom the dance is performed, and the cultural significance.</i> | FA 8.3.5.a Use dance to understand concepts in U.S. history and relate them to significant events, ideas, and traditions from a national context (e.g., investigate what role dance played in U.S. history). <i>Choose a style (glossary) of dance, and explore the origins and people who pioneered the dance form.</i> | FA 12.3.5.a Use dance to apply concepts in world history and relate them to significant events, ideas, and traditions from a global context (e.g., research the role dance played globally and throughout time). <i>Explore the influences of various global dances by researching historical, social, and cultural contexts.</i> |
| | FA 2.3.5.b Use other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance). <i>Add music to your movement. Use artwork to inspire movement. Take turns filming each other. Tell a story through movement.</i> | FA 5.3.5.b Identify how other academic disciplines support and enhance ideation and understanding for dance creation and performance (glossary) (e.g., combine dance with other academic disciplines relating to coursework). <i>Create a dance about movement of tectonic plates, times table, orbit of the planets.</i> | FA 8.3.5.b Analyze how other arts and academic disciplines are integrated into dance creation and performance (glossary) (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces). <i>Discuss technical elements (e.g., costume, set, lighting) that convey the "givens" of a piece of literature.</i> | FA 12.3.5.b Demonstrate how other arts disciplines are integrated into dance creation and performance (glossary) (e.g., understand the principles underlying collaboration by learning or creating dances in cooperation with students working in other disciplines, or by using elements and skills from other disciplines). <i>Music: joint project with a student composer; Visual Arts: relationship between space, objects, viewer in art installations; Theatre: singing and acting while dancing; Media Arts: create a music video.</i> |
| | FA 2.3.5.c Explore how health and nutrition enhance dance ability (e.g., discuss how exercise and nutrition make you feel). <i>Contribute to a list of favorite foods; discuss the relationship between food, energy and exercise.</i> | FA 5.3.5.c Identify how health and nutrition enhance dance ability (e.g., recognize that some foods and activities are more healthful than others). <i>List, compare/contrast healthy and unhealthy choices. Understand how the body responds to small and large movements, stretching, and aerobic activity.</i> | FA 8.3.5.c Understand how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them). <i>Create a dance describing an emotion.</i> | FA 12.3.5.c Apply health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences). <i>Investigate bodywork practices, (e.g., yoga) that may remain lifelong pursuits.</i> |
| Generate | Addressed at grades 9-12. | Addressed at grades 9-12. | Addressed at grades 9-12. | FA 12.3.5.d Identify various dance-related professions. <i>Brainstorm and research a dance-related profession.</i> |