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| **K-12 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.** |
|  | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Create Concepts** |  Cooperate Improvise Utilize Formulate | FA 2.3.1 Students will use dance elements*(glossary)* and choreographic principles *(glossary)*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)***,** 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. |
| 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. Use movement to portray what you would like to be when you grow up.* | FA 8.3.1.a Generate spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory 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 *(glossary)* 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, art piece). *\*ABA (glossary) form, repetition, inversion, retrograde (glossary).* |
| 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 student 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)* to implement 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), use of space.* |
| 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, improvise *(glossary)*  to generate movement ideas (e.g., use and understand the importance of cooperation and collaboration – Always say ‘yes’). *\*Echo, pass the movement.* | FA 8.3.1.c Invent movement sequences with others, improvise *(glossary)* to generate movement ideas that develop from a variety of prompts and sources (e.g., incorporate various 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)* to create 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).* |
| FA 2.3.1.d Collaborate *(glossary)* to solve simple movement problems *(glossary)*, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit). *\*Create circles, triangles, squares, chains. Create smaller groups within the larger group.* | FA 5.3.1.d Explore a variety of solutions to movement problems *(glossary)* with others to create a movement sequence (e.g., choose and order the movements in a sequence)*.* *\*Define beginning, middle, end.* | FA 8.3.1.d Manipulate movement ideas and choose from a variety of solutions to movement problems *(glossary)* to establish a simple movement study *(glossary)* with others (e.g., collaborate *(glossary)* 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 *(glossary)*, 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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| **Create Movement** |  Reconstruct Modify Manipulate | 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. |
| FA 2.3.2.a Explore locomotor and non-locomotor movement *(glossary)* to develop dance technique *(glossary)* (e.g., gross motor movements). *\*Skip, hop, march, sway, swing, spin, jump.* | FA 5.3.2.a Demonstrate whole body movements with flexibility and endurance to develop dance technique *(glossary)* (e.g., execute exercises and combinations that build strength, awareness, coordination, control). *\*Demonstrate and practice proper alignment (glossary), isolations, implement warm-up (glossary)*, *cool-down routine.* | FA 8.3.2.a Execute body movements with flexibility, endurance, strength, and accuracy to develop dance technique *(glossary)* (e.g., execute movement in a variety of dance forms with accuracy). *\*Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates.* | FA 12.3.2.a Use a variety of body movements with flexibility, endurance, strength, and proper alignment *(glossary)* to develop form and execute dance technique *(glossary)* (e.g., execute extended sequences in a variety of dance forms with a high rate of accuracy). |
| FA 2.3.2.b Develop body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow). *\*Axial movements (glossary), balance, spatial exploration.* | FA 5.3.2.b Demonstrate ability to move rhythmically, explore levels *(glossary)* in space, shift weight, with and without locomotion to perform dance (e.g., plié, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *(glossary)*). *\*Incorporate arm movements and travel across the floor. Combine in a small series. Try with a variety of music.* | 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 *(glossary)*, genre *(glossary)*, or other influences (e.g., use rhythm, space, weight, flow to respond to various influences). *\*Connect step series and perform with differing intentions apropos to the style (glossary) of outside influences.* | FA 12.3.2.b Apply time, space, weight, and flow to perform dance (e.g., use expressive musical phrasing and dynamic control). |
| Addressed in grades 3-5. | FA 5.3.2.c Demonstrate spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels *(glossary)* from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., plié, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *(glossary)*). *\*Incorporate arm movements and travel across the floor. Combine in a small series. Try with a variety of rhythms.* | 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 *(glossary)*. *\*Bring in a guest artist that specializes in a genre (glossary). View an outside performance (glossary) and replicate the choreography (glossary).* | FA 12.3.2.c Recognize differences and execute technical skills from a variety of dance styles *(glossary)* (e.g., study techniques *(glossary)* such as ballet, modern, “release technique *(glossary)*”, West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, Latin, ballroom). *\*After completion of multiple units find similarities in technique (glossary). Attend an outside workshop and discuss differing dance styles (glossary)*. |

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| **Perform** |  Interpret Differentiate Duplicate | 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)* to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate 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)* to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion). *\*Use student self-reflection and peer assessment. Implement evaluation skills.* | FA 12.3.3.a Apply appropriate behaviors and etiquette *(glossary)* to observe, create, and perform 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 in grades 6-8. | Addressed in 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, group dance, and the impact of each). *\*Create a solo, duet or group performance (glossary) reflecting a distinct personal statement. Students will conduct peer assessment.* |
| Addressed in grades 6-8. | Addressed in 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, use 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** |  Relate Examine | 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). *\*View photos or videos of dance and discuss imagery, shapes, and ideas. Discuss student-generated free movement activities.* | 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). *\*View photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.* | FA 8.3.4.a Explain and interpret how elements of movement and choreographic structures *(glossary)* are used to communicate ideas in dance (e.g., encourage students to analyze movements in order to explore imagery and give perception). *\*Research the connections between dance styles (glossary). Discover the uses of cultural dances in order to communicate.* | FA 12.3.4.a Use accurate dance terminology to describe how elements of movement and choreographic structures *(glossary)* 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 *(glossary)*). *\*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.* |
| Addressed in grades 6-8. | Addressed in grades 6-8. | FA 8.3.4.b Recognize and discuss the use of dance elements *(glossary)* and choreographic forms and structures in a variety of dance compositions (e.g., view live or recorded dance performance *(glossary)* and discuss, compare, and contrast). | FA 12.3.4.b Analyze the use of dance elements *(glossary)* and choreographic forms and structures in a variety of significant, current dance works for the 21st century (e.g., implement analytical skills to examine current companies and/or choreographers). *\*Research a contemporary (glossary), emerging choreographer and write a report. Explore a current dance company and assess requirements for admission.* |

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| **Connect** | Generate Internalize Integrate Personalize | 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). *\*Create a word/picture wall using these examples.* | 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). *\*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.* | 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). *\*Choose a style (glossary) of dance, and explore the origins and people who pioneered the dance form.* | 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). *\*Explore the influences of various global dances by researching historical, social, and cultural contexts.* |
| FA 2.3.5.b Use other arts disciplines to support ideation for dance creation and performance *(glossary)* (e.g., understand how music, visual art, media and theatre can be combined with dance). *\*Add music to your movement. Use artwork to inspire movement. Take turns filming each other. Tell a story through movement.* | 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). *\*Create a dance about movement of tectonic plates, times table, orbit of the planets.* | 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). *\*Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature.* | FA 12.3.5.b Demonstrate how other arts disciplines and academic 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). *\*Music: joint project with a student composer. Visual Arts: relationship between space, objects, viewer in art installations. Theatre: sing and act while dancing. Media Arts: create a music video.* |
| FA 2.3.5.c Explore how health and nutrition enhance dance ability (e.g., discuss how exercise and nutrition make you feel). *\*Contribute to a list of favorite foods; discuss the relationship between food, energy and exercise.* | 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). *\*List, compare/contrast healthy and unhealthy choices. Understand how the body responds to small and large movements, stretching, and aerobic activity.* | 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). *\*Create a dance describing an emotion.* | 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). *\*Investigate bodywork practices, (e.g., yoga) that may remain lifelong pursuits.* |
| FA 2.3.5.d Recognize that jobs in dance are possible. | FA 5.3.5.d Identify a variety of dance-related careers. | FA 8.3.5.d Investigate a variety of dance-related professions and the necessary training. | FA 12.3.5.d Identify various dance-related professions and how they impact the field of dance. *\*Brainstorm and research a dance-related profession.* |