
Dance Curriculum Standards

The Background:

Curriculum standards for K-5 dance have not been revised since 1994. Since that time the Board and Department of Education have developed a standards format. These proposed standards include learning expectations and sample performance tasks to assist teachers with lesson development. The revised dance curriculum standards provide the basis for a six year sequential program of dance instruction.

The Recommendation:

The Department of Education recommends adoption of the revised K-5 Dance Curriculum Standards on final reading. The SBE staff concurs with this recommendation.

K-5 DANCE CURRICULUM STANDARDS

Kindergarten

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

- 1.1 Demonstrate non-locomotor movements (such as bend, twist, stretch, and swing).
- 1.2 Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip) traveling forward, backward, sideward, and turning.
- 1.3 Practice movement in personal and general space.
- 1.4 Explore personal space (far-reach, mid-reach and near-reach).
- 1.5 Create a variety of body shapes (straight, angular, curved, and twisted) at low, middle and high levels.
- 1.6 Demonstrate movements in straight and curved pathways.
- 1.7 Identify selected individual body parts.
- 1.8 Explore selected qualities of energy in movement (smooth, sharp, vibratory and swinging).
- 1.9 Move to a steady beat.
- 1.10 Demonstrate a basic understanding of spatial relationships between body parts (i.e., beside, between, over, under, together and apart).

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop and slide traveling forward, backward, and sideward.
- Use movement in personal space.
- Explore far-reach.
- Create a variety of body shapes at high level in space.
- Identify movement in straight and curved pathways.
- Show selected individual body parts.
- Explore smooth and sharp movements.
- Recognize a steady beat.
- Explore spatial relationships body part to body part.

Level 2

- Use a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop, slide and skip traveling forward, backward, and sideward.
- Practice movement in personal and general space.
- Explore far-reach and near-reach.
- Create a selected group of body shapes at low and high levels in space.
- Explore movements in straight and curved pathways.
- Identify specified body parts.
- Explore smooth, sharp, vibratory and swinging movements.
- Move to a steady beat.
- Demonstrate spatial relationships body part to body part.

Level 3

- Demonstrate a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop, slide and skip traveling forward, backward, sideward, and turning.
- Demonstrate movement in personal and general space.
- Explore far-reach, mid-reach and near-reach.
- Create a variety of body shapes at low, middle and high levels in space.
- Demonstrate movements in straight and curved pathways.
- Move individual body parts.
- Demonstrate smooth, sharp, vibratory and swinging movements.
- Perform a selected group of locomotor and non-locomotor movements to a steady beat.
- Perform spatial relationships body part to body part.

Sample Performance Task

Students will explore individually each of four movement qualities with teacher provided musical accompaniment. Choose music (recorded, live percussion instruments or voice) that corresponds to the movement quality. First students will move smoothly (continuous, never-ending movement) on high, middle and low levels. Next students will move sharply (stopping and starting) on high, middle and low levels. Then students will move with vibratory movement (shaking very quickly) on high, middle, and low levels. Lastly, students will move with swinging movement, showing fall and recovery on high, middle and low levels.

Assessment: The teacher will observe the students as they explore energy qualities in one large group, then in small groups for easier assessment. Individual assessment may also be made as the teacher observes each student's exit dance when one of the energy qualities is chosen as an exit quality. (LE 1.8)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Recognize the beginning, middle, and ending of a movement sequence.
- 2.1 Demonstrate the following partner skills: copying, leading and following.
- 2.2 Respond in movement to stories and music.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize the beginning shape of a movement sequence.
- Copy a partner's shape.
- Use improvised movement to explore a story.

Level 2

- Recognize the beginning and ending shapes of a movement sequence.
- Demonstrate leading and following with a partner.
- Use improvised movement to explore a given musical selection.

Level 3

- Recognize the beginning, ending, and middle parts of a movement sequence.
- Demonstrate leading and following with different partners.
- Share movement improvisations of stories and/or music selections with peers.

Sample Performance Task

The teacher will read the story *Quick as a Cricket* by Audrey Wood to the students. The teacher will discuss the story with the students, highlighting various ways the students could use space, time and energy in the story. Next the students will scatter into space, make a beginning shape and then improvise as the teacher reads the story again. The teacher will encourage the students to clarify their movement. For example for the sentence "I'm as quick as a cricket," the teacher should ask questions such as "How does a cricket move? What level in space? How fast is quick? What is the shape of a cricket?"

Assessment: The teacher assesses student performance as they explore the story. The teacher can also assess each student's exit dance based on the task of choosing a favorite part of the story to show in movement. (LE 2.3)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

- 3.1 Observe how dance is different from other forms of human movement (such as sports or everyday gestures).
- 3.2 Create and share one's own dances (short movement studies) with peers.
- 3.3 Recognize appropriate audience behavior for informal classroom dance performances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize everyday gestures (such as waving hello, goodbye, and pointing)
- Create a dance (short movement study).
- Practice sitting attentively with good posture.

Level 2

- Choose an everyday gesture and interpret in its true form and then in an exaggerated form.
- Share one's individual dance as part of a group performing for a peer audience.
- Recognize good audience behavior for informal settings.

Level 3

- Choose a playground game and interpret in its true form and then in an exaggerated form.
- Share a solo dance with a peer audience.
- Demonstrate good audience behavior within one's dance classroom.

Sample Performance Task

As a group activity, the students make a list of games they play on the playground. The teacher chooses one of these examples to have the students explore through movement. For example: Swinging on the swing set. Students first pantomime swinging. Then encourage

students to try swinging their whole body covering more space, less space, slower, faster with different body parts and on different levels.

Assessment: The teacher will observe student performance in the large group and then divide into smaller groups so students can watch each other explore swinging while demonstrating good audience behavior. As an exit dance, each dancer can perform their favorite swing.

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

- 4.1 Explore a solution to a given movement problem.
- 4.2 Observe and describe dances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize a solution to a given movement problem.
- Observe and describe one dance.

Level 2

- Investigate a solution to a given movement problem.
- Observe and describe two dances.

Level 3

- Demonstrate a solution to a given movement problem.
- Identify differences between two dances.

Sample Performance Task

The movement problem is for each student to create a shape in high, middle and low levels (total of three shapes). First the students explore all kinds of shapes (such as twisted, big, small, straight, and curved) on all three levels. Then students choose their favorite on each level and put them in an order such as high, middle, and low. Allow practice time so that students can memorize their shapes. Use a drum rhythm to indicate when to change levels.

Assessment: Students perform dances in small groups with peers as an audience. Each student in the audience group chooses one dancer to watch and then describes what they observe.

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

- 5.1 Participate in a folk dance from a given culture.
- 5.2 Recognize and explore how people use dance as a part of ceremonies.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Observe a folk dance from a given culture.
- Recognize and explore how dance is used to celebrate important events such as birth.

Level 2

- Participate in a simple folk dance from a given culture.
- Recognize and explore how dance is used in ceremonies to celebrate birth and marriage.

Level 3

- Practice and demonstrate a simple folk dance from a given culture.
- Recognize and explore how dance is used in ceremonies to celebrate birth, marriage, and death.

Sample Performance Task

This lesson is an extension of a social studies unit on Hawaii. The students have studied the geography, people and culture of the Hawaiian Islands in their classroom. In dance, the students will view the Hawaii section of the video *Dancing in One World* from the PBS Dancing Series. The teacher and students discuss why and how Hawaiians make and perform dances. Then the teacher will teach the students the Hawaiian folk dance “Pearly

Shells” using the video *Hula for Children* by Hawaiian Music Island as a resource. The students may perform this dance as part of a Hawaiian Food Day Celebration or for another Kindergarten class.

Assessment: The teacher assesses the performance by observation. (LE 5.1)

Integration/Linkages

Social Studies, Communication Skills

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

6.1 Discuss healthy practices.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Discuss the importance of an adequate amount of sleep.

Level 2

- Identify a well-balanced meal.

Level 3

- Discuss the importance of being active.

Sample Performance Task

The teacher will use pictures, models, or real life examples of foods. The teacher will discuss with the students different examples of each group and how important it is to have a variety of different kinds of foods in one’s daily diet. Students choose a vegetable or fruit to explore in movement. They demonstrate the shape of the food and explore how it would move. Do the same activity with other food groups. Have the students suggest a well-balanced breakfast and ask for volunteers to perform the parts of that breakfast such as scrambled egg dance, squeezed orange juice dance, bread/toast dance and a bowl of fruit dance.

Assessment: Teacher will assess by observation as the students explore and perform their dances.

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

- 7.1 Explore ways in which the same idea can be expressed in dance and in one other art form.
- 7.2 Explore the connection between dance and one other academic discipline.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore how one characteristic of a specific piece of music or visual art can be experienced through movement.
- Explore and practice letter shapes and lines with their bodies, alone and with partners.

Level 2

- Explore how several characteristics of a specific piece of music or visual art can be experienced through movement.
- Explore through movement and practice, alone and with partners, patterning and sequencing.

Level 3

- Identify the shared characteristic between a specific piece of music or visual art and a movement phrase.
- Explore through movement and practice, alone and with partners, the concept of relationships as it applies to math.

Sample Performance Task

This is a lesson on patterns and shapes. As a warm-up and an entrance task, students practice the “listening dance”. This is a simple warm-up for the student’s body and ears. The teacher plays rhythms with the drum and students move to the rhythms changing levels, directions, and using different body parts in self space and general space. When the drum stops, the dancers stop in a shape (such as twisted, curvy, straight, or pointy). When the drum begins

again, the dancers resume movement. The teacher should vary the rhythms and the length and encourage students to make a different shape each time they stop. The students should stop as soon as the drum stops. This will improve listening skills. This simple warm-up dance also introduces the concept of a pattern as well as those of moving and stopping. The next pattern dance is the “alone and together” shape dance. As a precursor to this dance, students practice making shapes. The teacher keeps a beat on a drum, and the students hold the shape for 3 beats changing to a new shape on 4. When students are comfortable with this dance, they are ready for the next step. The teacher uses the drum to beat the directions “1, 2, 3, and alone” as the dancers make a shape alone. Then “1, 2, 3 and together” as the dancers form a shape connected with another dancer. This process continues. Encourage students to use different body parts to connect with other dancers. Assessment: The teacher divides the class in half so that one group observes while the other performs. Teacher observes the success of the performances. (LE 7.2)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts

Grade 1

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

- 1.1 Demonstrate non-locomotor movements such as bend, twist, stretch, and swing.
- 1.2 Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip) traveling forward, backward, sideward, diagonally, and turning.
- 1.3 Explore movement in personal and general space.
- 1.4 Explore personal space (far-reach, mid-reach and near-reach).
- 1.5 Create a variety of body shapes (straight, angular, curved, twisted) at low, middle and high levels.
- 1.6 Demonstrate movements in straight and curved pathways.
- 1.7 Identify and move individual body parts.
- 1.8 Demonstrate kinesthetic awareness in stillness and movement.
- 1.9 Explore the qualities of energy through movement (smooth, sharp, free, bound, strong, light, vibratory and swinging).
- 1.10 Demonstrate moving to a steady beat and explore responding to changes in tempo.
- 1.11 Demonstrate a basic understanding of spatial relationships (body part to body part and individual to individual); i.e., beside, between, over, under, together and apart.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop and slide traveling forward, backward, sideward and diagonally.
- Use movement in personal space.
- Identify far-reach, mid-reach and near-reach.
- Identify a variety of body shapes at low, middle and high levels.
- Identify straight and curved pathways.
- Identify individual body parts.
- Differentiate between stillness and motion.
- Explore smooth and sharp movements.
- Walk to a steady beat at a moderate tempo.
- Demonstrate spatial relationships body part to body part.

Level 2

- Practice a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop, slide and skip traveling forward, backward, sideward, and diagonally.
- Demonstrate movement in personal and general space.
- Demonstrate far-reach, mid-reach and near-reach.
- Demonstrate a selected group of body shapes at low, middle, and high levels.
- Demonstrate movements in straight and curved pathways.
- Identify and move selected body parts.
- Demonstrate stillness versus motion.
- Explore smooth, sharp, vibratory and swinging movements.
- Execute a selected group of locomotor movements in response to changing tempos.
- Demonstrate spatial relationships individual to individual (partners).

Level 3

- Demonstrate a selected group of non-locomotor movements.
- Walk, run, hop, jump, leap, gallop, slide and skip traveling forward, backward, sideward, diagonally and turning.
- Perform movement in personal and general space.
- Create movement showing far-reach, mid-reach and near-reach.
- Perform a variety of body shapes at low, middle and high levels.
- Create movements in straight and curved pathways.
- Isolate individual body parts in movement.
- Perform still and moving shapes.
- Explore smooth, sharp, free, bound, strong, light, vibratory and swinging movements.
- Execute a selected group of locomotor and non-locomotor movements in response to changing tempos.
- Create and perform spatial relationships, individual to individual.

Sample Performance Task

This lesson focuses on strong and light qualities of weight. Students will review smooth, sharp, vibratory and swinging movements in an ABCD dance. The teacher will then introduce the concept of weight (using the body strongly and lightly) giving examples and demonstrating everyday situations in which both are used. Students will work with a partner to explore strong and light movement in a “Magic Hands” dance. This is an AB dance. For A, students will connect with the partner (finger tip to finger tip) and explore moving lightly to appropriate music without losing the finger tip connection. For B, students will press palm to palm, pushing with strength against the partner moving to appropriate music without losing the palm connection. Next the students will separate from partners and perform the same AB dance alone transferring the feeling of lightness and strength they experienced with a partner to their own movement.

Assessment: This activity can be done in small groups. The teacher will assess by observation. (LE 1.9)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Use improvisation to explore and invent a sequence showing a beginning, middle, and end.
- 2.2 Demonstrate the following partner skills: copying, leading and following, and mirroring.
- 2.3 Show the ability to respond in movement to stories, poems, artworks and music.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize beginning, middle and ending shapes.
- Demonstrate the partner skills of copying, leading, and following.
- Express music through movement.

Level 2

- Explore beginning, middle and ending shapes.
- Demonstrate the partner skill of mirroring.
- Use movement to explore a given poem and music selection.

Level 3

- Create a beginning, middle and ending shape.
- Demonstrate the partner skill of mirroring with more than one partner.
- Use movement to respond to stories, poems, artworks and music.

Sample Performance Task

This lesson on mirroring can tie into a lesson on the exploration of body parts. After the students have had the opportunity to explore moving different body parts from head to toe accompanied by teacher-selected music, students should find a partner on the count of 7 and connect to the partner at the elbow. If there are an uneven number of students, a group of three may be included. The same exploration that was done individually in a large group is

now done in pairs, taking turns leading and following in the mirror dance. Students must face partners at all times.

Assessment: Teacher should stop the dance periodically to see which partners have a true mirror image. This observation is the teacher's assessment of the student understanding of the concept of mirroring. (LE 2.2)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

- 3.1 Explain how dance is different from other forms of human movement (such as sports or everyday gestures).
- 3.2 Present one's dance to peers and explain its meaning.
- 3.3 Demonstrate appropriate audience behavior for dance performances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- List examples of how dance is different from another form of human movement.
- Create a dance (short movement study).
- Identify appropriate audience behavior for a dance performance (classroom and school-wide).

Level 2

- Explain how dance is different from other forms of human movement.
- Perform and explain one's dance (short movement study) for a peer.
- Define appropriate audience behavior for dance performances (classroom and school-wide).

Level 3

- Explain and show how dance is different from other forms of human movement.
- Perform one's dance (short movement study) and explain its meaning to peers.
- Model appropriate audience behavior for dance performances (classroom and school-wide).

Sample Performance Task

As a group activity, the students make a list of games they play on the playground. The teacher chooses one of these examples to have the students explore through movement. (For example: Swinging on the swings). Students first pantomime swinging. Then the teacher should encourage students to try swinging their whole body covering more space, less space, slower, faster with different body parts and on different levels.

Divide students into smaller groups so that they can watch each other explore swinging while demonstrating good audience behavior.

Assessment: Have students describe the difference between swinging on the playground and the swinging dances they observed. Teacher can document these differences in list form on a marker board and assess student understanding of the differences. (LE 3.1)

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

- 4.1 Explore multiple solutions to a given movement problem.
- 4.2 Observe dances and identify similarities and differences.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Investigate a solution to a given movement problem.
- Observe two dances and list the differences.

Level 2

- Show two solutions to a given movement problem.
- Observe two dances and list the similarities and differences.

Level 3

- Demonstrate multiple solutions to a given movement problem.
- Observe two dances and explain the similarities and differences.

Sample Performance Task

This lesson focuses on the concept of relationships. After the students have explored relationships of body parts to body parts and individual-to-individual, they can compose a movement study. The problem to be solved in this movement study is to find four ways to make a shape with a partner that shows the relationship of “over and under”. This can be done with any of the other relationships as well (between, around, through, beside). These duets may be performed individually or in small groups.

Variations could include having each pair of students create a study on a different relationship or, instead of shapes, create movement that shows the designated relationship. Assessment: Assessment is done by teacher observation. (LE 4.1)

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

- 5.1 Demonstrate a folk dance from a culture.
- 5.2 Identify one way in which people have used dance throughout history as a part of a ceremony.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Practice a folk dance from a selected culture.
- Recognize and explore how dance is used in ceremonies to celebrate birth, marriage and death.

Level 2

- Demonstrate a folk dance from a selected culture.
- Identify one way in which dance has been utilized in a ceremony throughout history.

Level 3

- Demonstrate two or more folk dances from a selected culture.

- Identify and illustrate one way in which dance has been utilized in a ceremony throughout history.

Sample Performance Task

In a study of the continent of Africa, from the dry savannah plains to the rainforests, the students will create “African Spirit Dances”. This lesson correlates also with mask making that may be done in an art class. Students study why people of Africa create spirit masks (to control the forces around them whether in nature or animal). Each family adopts a spirit such as a crocodile, hawk, or buffalo that will protect them. In this activity, each student will 1) choose a spirit, 2) create a mask, 3) create a dance to show the actions and importance of the spirit to the people, and 4) perform the spirit dance for peers while wearing the mask they’ve created.

Assessment: Students and teacher will discuss what each spirit dance communicated. This lesson could be adapted to Native American Spirit Dances. (LE 5.1)

Integration/Linkages

Social Studies, Communication Skills

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

- 6.1 Identify the basic parts of the skeleton.
- 6.2 Identify healthy practices (such as nutrition and safety) that enhance the ability to dance.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Label two parts of the skeleton (skull and spine).
- Name one healthy practice that enhances one’s ability to dance.

Level 2

- Label four parts of the skeleton (skull, spine, ribcage, and pelvis).
- Name two healthy practices that enhance one’s ability to dance.

Level 3

- Label six parts of the skeleton (skull, spine, ribcage, pelvis, phalanges, and femur).
- Name three healthy practices that enhance one's ability to dance.

Sample Performance Task

In a class discussion, the teacher introduces the concept of a “boney skeleton” as the structure or foundation upon which the remainder of the body rests. Using a skeleton (or pictures if necessary), teach the location and purpose of the skull, spine, ribcage, and pelvis. Have the students locate their own skull, spine, ribcage and pelvis then label these boney parts on the person next to them. Exploration: Have the students spread out into space and make a shape showing (isolating) each of these parts. Then have them explore moving each part.

Assessment: Students point to the correct part of the skeleton on their partner's body. As an exit dance, each student comes to the skeleton, identifies a part and dances to the door with that part of his body. (LE 6.1)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

- 7.1 Demonstrate how the same idea can be expressed in dance and in one other art form.
- 7.2 Explore the connections between dance and a minimum of two other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify how one idea is expressed in dance and one other art form.
- Identify connections between dance and math (lines, patterns, and shapes).

Level 2

- Create movement that demonstrates a common theme between dance and one other art form.
- Identify connections between dance and math and dance and language arts (such as sequencing, sentence structure, and parts of speech).

Level 3

- Create and perform movement that unites dance and another art form through a common theme.
- Identify and demonstrate connections between dance and math and dance and language arts.

Sample Performance Task

Dance and Math: This lesson focuses on the concept of “Pathways” (such as curved, straight, or zigzag). The teacher will introduce the concept and the students will explore painting each pathway in the air and on the floor with different body parts. Next, the class will perform a “Magic Painting Dance”. The structure of this improvised dance is that the teacher and all the students circle around an imaginary pot of paint in the center of the room. One student will choose a body part (such as elbows), another will choose a color (green) and a third student will choose a pathway (such as curvy). The entire group will dip elbows into the green paint and paint curvy lines in the air and on the floor. At the instruction from the teacher to “return to the paint”, the process begins again.

Assessment: Assessment is by teacher observation. (LE 7.2)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts

Grade 2

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

- 1.1 Demonstrate non-locomotor movements using more refined motor skills such as flick, dab, wring, dodge, and carve.
- 1.2 Demonstrate and compare eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip) traveling forward, backward, sideward, diagonally, and turning.
- 1.3 Demonstrate the difference between personal and general space.
- 1.4 Compare far-reach, mid-reach and near-reach in personal space.
- 1.5 Create and perform a variety of body shapes (straight, angular, curved, and twisted) at low, middle and high levels.
- 1.6 Create movements in straight, curved, and zigzag pathways.
- 1.7 Create movement using individual body parts.
- 1.8 Demonstrate kinesthetic awareness, concentration and focus in stillness and movement.
- 1.9 Create and perform movement showing the qualities of energy (smooth, sharp, free, bound, strong, light, vibratory, and swinging).
- 1.10 Execute movement to different meters and changing tempos.
- 1.11 Demonstrate spatial relationships (body part to body part, individual to individual and individual to group); i.e., beside, between, over, under, together, and apart.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore a selected group of non-locomotor movements using more refined motor skills.
- Demonstrate and compare walk, run and leap while traveling forward, backward, sideward, and diagonally.
- Explore the difference between personal and general space.
- Compare and demonstrate far-reach and near-reach.
- Perform a variety of body shapes at low, middle, and high levels.
- Explore straight, curved, and zigzag pathways.
- Isolate individual body parts in movement.
- Create and perform isolated still and moving shapes.
- Demonstrate contrasting energy qualities.

- Explore movement to different meters.
- Create and perform spatial relationships individual to individual.

Level 2

- Demonstrate a selected group of non-locomotor movements using more refined motor skills.
- Demonstrate and compare walk, run, leap, jump and hop while traveling forward, backward, sideward, and diagonally.
- Demonstrate the difference between personal and general space.
- Compare and demonstrate far-reach to mid-reach and near-reach to mid-reach.
- Create and perform a variety of body shapes (straight, angular, curved, and twisted) individually and with a partner at low, middle, and high levels.
- Create movements in straight, curved, and zigzag pathways.
- Create movement using two individual body parts.
- Create and perform a series of still and moving shapes.
- Create and perform a movement phrase showing contrasting energy qualities.
- Execute duple patterns in movement at varying tempos.
- Demonstrate spatial relationships individual to group.

Level 3

- Perform a selected group of non-locomotor movements using more refined motor skills.
- Demonstrate and compare walk, run, leap; jump and hop; skip, gallop and slide while traveling forward, backward, sideward, and diagonally.
- Perform movements demonstrating the difference between personal and general space.
- Create and perform a variety of body shapes (straight, angular, curved, and twisted) individually, with a partner, and in small groups at low, middle, and high levels.
- Demonstrate a variety of body shapes at low, middle, and high levels.
- Create and perform movements in straight, curved, and zigzag pathways.
- Create a movement phrase by using three individual body parts.
- Create, teach and perform a series of still and moving shapes.
- Create, teach and perform a movement phrase showing contrasting energy qualities.
- Execute duple and triple patterns in movement at varying tempos.
- Improvise individual to group spatial relationships.

Sample Performance Task

The teacher will create a series of picture cards showing various curved, straight, and zigzag pathway designs. Each student or pair of students will receive a card to use as a guide for their composition. The beginning and ending shape come from the card as well as the movement. The choreographic form is “theme and variation”. The students must show their pathway on the floor and in the air as they vary space (level or size), time (fast, slow), and energy (smooth or sharp). These compositions are then performed in small groups in front of their classmates.

Assessment: The teacher and students assess each dance as to whether it met the given criteria. (LE 1.6)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Create a movement sequence with a beginning, middle, and ending.
- 2.2 Compare and demonstrate the following partner skills: leading, following, shadowing, and mirroring.
- 2.3 Show the ability to respond in movement to stories, poems, artworks, music, world cultures, natural science, and math concepts.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a beginning, middle, and ending shape.
- Compare leading and following.
- Create a variety of improvised movements in response to selected stories, poems, artworks, and music.

Level 2

- Create a movement sequence with a beginning, middle, and ending.
- Compare mirroring and shadowing.
- Create a variety of improvised movements in response to world cultures, natural science, and math concepts.

Level 3

- Create and perform a sequence with a beginning, middle, and ending.
- Compare and demonstrate leading and following and mirroring and shadowing.
- Develop a short movement study using one of the following areas: stories, poems, artworks, music, world cultures, natural science, and math.

Sample Performance Task

This lesson utilizes the book *Bringing the Rain to the Kapiti Plain* by Monica L. Hanks and ties in with a classroom study of the African plains and culture. The teacher reads the story to the students. Teacher should read the story again and guide the students in exploring each section of the story. For example: “These are the clouds all heavy with rain...” Have the students explore what it looks and feels like to be heavy with rain yet covering the plain. Continue this exploration with each line of the story.

Divide the class into small groups and assign one part of the story to each group. Each group then develops a short movement study for their part of the story and performs it for the rest of the class.

Assessment: Students and teacher critique and discuss each student group performance. (LE 2.3)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

- 3.1 Demonstrate how dance is different from other forms of human movement (such as sports and everyday gestures).
- 3.2 Present one’s dance to peers and discuss its meaning.
- 3.3 Model and explain appropriate audience behavior for informal and formal dance performances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate a realistic gesture and an exaggerated form of the gesture.
- Create, perform, and explain one’s dance for a group of peers.
- Model appropriate audience behavior for informal and formal dance performances.

Level 2

- Compare realistic gesture and its exaggerated form based on time, space, and energy.
- Perform one’s dance and discuss its meaning with peers.

- Explain in writing appropriate audience behavior for informal and formal dance performances.

Level 3

- Create three variations of a realistic gesture.
- Document different meanings revealed through group discussion of one's dance performance.
- Determine appropriate audience behavior for a given scenario.

Sample Performance Task

This lesson is an exploration of everyday gestures as resource material for creating dance. The teacher and students will create a list of everyday gestures with which they are familiar such as hello, goodbye, go away, I don't know, come here, and I have an idea. Students then demonstrate each realistic gesture as they would perform it in real life. Next they explore variations on a theme with each gesture by changing size, level, speed, movement quality, pathway, direction, and using different body parts. Assign or have students choose one gesture and create three variations on it. Students should explore possibilities, make choices, practice and memorize the dance. Since second graders often prefer to work in pairs, this dance may be created by pairs. The final dance should begin with the realistic performance of the gesture followed by the three variations. These may be performed in small groups. Assessment: Teacher and students discuss and critique the performances. (LE 3.1)

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

- 4.1 Create and perform multiple solutions to a given movement problem.
- 4.2 Observe dances and discuss how they are similar and different in terms of specific elements of dance.
- 4.3 Discuss opinions about dances with peers in a supportive and constructive manner.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore solutions to a given movement problem.
- Observe and compare how two dances use space.
- Identify supportive and constructive ways to critique.

Level 2

- Create and perform contrasting solutions to a given movement problem.
- Observe and compare how two dances use time.
- Employ supportive and constructive language in sharing opinions about a dance.

Level 3

- Discuss the differences in the solutions to a given movement problem.
- Observe and compare how two dances use energy.
- Debate opinions about a dance with peers in a supportive and constructive manner.

Sample Performance Task

This lesson is a follow-up to the sample performance task for Standard 3.

The teacher should arrange the students into small groups determined by all the groups who had a particular gesture. All of these groups should perform their dances simultaneously. Peers observing should look for how each choreographer used space, time and energy differently.

Assessment: The students discuss and compare the differences in a supportive and constructive manner always trying to begin with a positive statement. The teacher should encourage positive statements. (LE 4.2; 4.3)

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

- 5.1 Demonstrate and compare folk dances from various cultures.
- 5.2 Describe ways in which people used dance throughout history as a part of rituals, ceremonies, and entertainment, and as a means of social expression.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate two or more folk dances from selected cultures.
- Identify and illustrate one way in which dance has been utilized in a ceremony throughout history.

Level 2

- Demonstrate and compare two or more folk dances from two different cultures.
- Describe and demonstrate how two different cultures have used dance as a means of entertainment and social expression throughout history.

Level 3

- Demonstrate and compare three folk dances from three different cultures.
- Recognize how a given dance form expresses the feelings or mood of the society that created it.

Sample Performance Task

The teacher will discuss the format of the Powwow of the Native Americans of North America and some of the dances included in the event. A Powwow is a coming together of two or more tribes to share their cultures. It became an event after the US government lifted its ban on Native American dancing and singing and is a means of preserving traditions. Dances included are the Grand Entry, Song and Dance of the Four Directions, and Friendship Dance. Teacher will then teach the songs and dances “Dance to the Four Directions” and the “Friendship Dance”. Instructions for these dances are found in Bryan Burton’s *Moving Within the Circle*.

Assessment: Students will practice and perform these two dances for an audience of peers and identify one way these two dances are used in Native American ceremonies. (LE 5.2)

Integration/Linkages

Social Studies, Communication Skills, Cooperative Learning

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

6.1 Identify and name the parts of the skeleton relevant to dance.

- 6.2 Describe healthy practices that enhance the ability to dance.
- 6.3 Identify ways dance can improve one's general health and wellness.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify and name the spine, vertebrae, skull, and coccyx.
- Describe how the proper amount of rest enhances one's ability to dance.
- Identify one way that dance can improve one's general health and wellness.

Level 2

- Identify the ball and socket joints (shoulder and hip).
- Describe how eating well-balanced meals enhance one's ability to dance.
- Identify two ways that dance can improve one's general health and wellness.

Level 3

- Identify the hinge joints (elbow and knee).
- Describe how stretching and maintaining flexibility enhance one's ability to dance.
- Identify three ways that dance can improve one's general health and wellness.

Sample Performance Task

In a class discussion, the teacher introduces the concept of a “boney skeleton” as the structure or foundation upon which the remainder of the body rests. Using a skeleton (or pictures if necessary), teach the location and purpose of the ball and socket joints (shoulders and hips) and hinge joints (elbows and knees). Have the students locate their own ball and socket and hinge joints, then label these boney parts on the person next to them. Exploration: Have the students spread out into space and make a shape showing (isolating) each of these parts. Then have them explore moving each part. Ball and socket joints rotate and circle while hinge joints only bend, flex, or extend.

Assessment: As an exit dance, each student comes to the skeleton, identifies a part and dances to the door with that part of his body showing the correct movement that corresponds with that type of joint. (LE 6.1)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

- 7.1 Demonstrate and explain how the same idea can be expressed in dance and in one other art form.
- 7.2 Explore and demonstrate the connections between dance and three or more other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate how the same idea can be expressed in a dance and in visual art.
- Identify and explore connections between dance and math and dance and language arts.

Level 2

- Demonstrate and explain how the same idea can be expressed in dance and visual art or dance and music.
- Explore and demonstrate connections between dance and math, dance and social studies, and dance and science.

Level 3

- Demonstrate and explain how the same idea can be expressed in dance and theater (storytelling).
- Create and perform a dance that reveals a specific concept in math, language arts, science, or social studies.

Sample Performance Task

This lesson combines symmetry and asymmetry with action verbs. During the technical warm-up with the students, have them notice whether the exercises are symmetrical or asymmetrical. Have students explore symmetrical and asymmetrical shapes on all three levels. While they are exploring these shapes have them bring the shapes to life by turning them or wiggling or stretching or shrinking them. Then have each student create two symmetrical and two asymmetrical shapes. The student decides on the sequence of the shapes and practices them in that order. Using pencil and paper, each student should diagram these shapes (using stick figures) in the chosen sequence. Next the student chooses three action words that will be used as inspiration for transitional movements from shape one to two, two to three, and three to four. These words are written in the proper location on the paper.

Assessment: The students will then practice and perform the dances for peers and the teacher. Later students will trade dance diagrams, reconstruct the dance, practice and perform it for the original creator. (LE 7.2)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts

Grade 3

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

- 1.1 Identify the following underlying principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.
- 1.2 Demonstrate simple combinations of non-locomotor and locomotor movements (e.g., twisty walk, bursting leap, or floating run).
- 1.3 Transfer a spatial pattern from the visual to the kinesthetic.
- 1.4 Develop simple rhythmic patterns and transfer to the kinesthetic.
- 1.5 Demonstrate a range of energy/movement qualities.
- 1.6 Design and perform a variety of spatial relationships (body part to body part and individual to individual); i.e., beside, between, over, under, together, and apart.
- 1.7 Memorize and reproduce given short movement sequences.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify the following principles of movement: initiation of movement and articulation of isolated body parts.
- Demonstrate and perform locomotor and non-locomotor movements in isolation from one another.
- Identify and describe spatial patterns in a given visual.
- Execute duple and triple patterns of movement.
- Create, teach and perform a movement phrase showing contrasting energy qualities.
- Design a short movement study showing a variety of spatial relationships (body part to body part and individual to individual).
- Reproduce a given short movement phrase.

Level 2

- Identify the following principles of movement: initiation of movement, articulation of isolated body parts, alignment, and balance.
- Demonstrate a combination pairing a non-locomotor and a locomotor movement. (e.g., twisty walk, bursting leap, or floating run)
- Create a movement phrase based on one spatial pattern from a given visual.
- Develop a simple rhythm pattern and create corresponding movements.

- Create a movement phrase that incorporates a minimum of three energy qualities.
- Design and perform a short movement study showing a variety of spatial relationships (body part to body part and individual to individual).
- Memorize and reproduce a short movement sequence.

Level 3

- Identify the following principles of movement: initiation of movement, articulation of isolated body parts, alignment, balance, weight shift, elevation and landing, and fall and recovery.
- Demonstrate a variety of combinations pairing non-locomotor and locomotor movements. (e.g., twisty walk, bursting leap, or floating run)
- Create a movement phrase based on two spatial patterns from a given visual.
- Create and perform a movement phrase based on simple rhythmic patterns.
- Create and perform a movement phrase that incorporates a minimum of three energy qualities.
- Design and teach a short spatial relationship study to another dancer.
- Memorize, reproduce, and perform a short movement sequence.

Sample Performance Task

As a review of non-locomotor skills, students should work in pairs to explore teacher directed non-locomotor skills such as bend, twist, swing, lift, sway, and float. This should be done as a mirror dance with students taking turns as leader. As a review of locomotor skills, students should perform a shadow dance with partners, practicing specific teacher directed locomotor skills such as run, walk, and skip. Teacher should encourage students to vary space, time and energy as they practice these skills. Once this review is complete, the students should prepare to go across the floor on the diagonal, two by two. Assign each pair locomotor and non-locomotor combinations to demonstrate across the floor such as a swaying skip or a pulling gallop.

Assessment: As an exit dance, students create and perform their own combinations using the locomotor and non-locomotor skills listed on curriculum charts in the room. (LE 1.2)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Create sequences or simple dances that demonstrate a smooth transition from beginning to middle to ending.
- 2.2 Demonstrate the following partner skills: contrasting and complementary shapes.
- 2.3 Identify and describe the choreographic elements of space, time, and energy.
- 2.4 Choreograph movement that demonstrates the structures or forms of AB and ABA.
- 2.5 Recognize the choreographic structure of a dance viewed in class, in the theatre, or on video/DVD.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a transition to link a beginning and middle.
- Demonstrate the ability to work cooperatively with a partner in creating contrasting shapes.
- Identify and describe the choreographic elements of space and time.
- Choreograph a movement phrase that would demonstrate a single idea, which would become the A or the B of an AB or ABA piece.
- Recognize the choreographic structure of a dance performed by peers in class.

Level 2

- Create transitions between beginning and middle and between middle and ending.
- Demonstrate the ability to work cooperatively with a partner in creating complementary shapes.
- Identify and describe the choreographic elements of space, time, and energy.
- Combine choreographed movement themes in an AB and ABA structure.
- Recognize choreographic structure of a dance performed in class, in a theatre, or on a video/DVD.

Level 3

- Create and perform a sequence that shows smooth transitions from beginning to middle to ending.
- Create a short movement study incorporating both complementary and contrasting shapes.
- Identify, describe, and demonstrate the choreographic elements of space, time, and energy.
- Perform choreographed AB and ABA dances.
- Describe the choreographic structure viewed in a performance.

Sample Performance Task

The teacher introduces the students to the concept of related shapes both contrasting and complimentary by giving descriptions, examples and demonstrations of both. An “add on dance” movement exploration for related shapes begins with one dancer making a shape in the middle of the space. A second dancer makes a shape relating to the first, creating either a

contrasting shape or a complimentary shape. Students, through discussion, decide whether each new related pair of shapes is either contrasting or complimentary. The first dancer leaves once the second dancer is in place and the process continues as the third dancer creates a shape with the second dancer and so on until everyone has had a turn.

Assessment: Teacher assesses as the class discusses each related shape that is created. (LE 2.2)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

- 3.1 Recognize the difference between pantomiming and abstract dance movement.
- 3.2 Create a dance that successfully communicates a given theme.
- 3.3 Differentiate between appropriate audience behavior for formal and informal dance performances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize the possibilities of communicating an idea through pantomime.
- Create a dance on a given theme.
- Identify appropriate audience behavior for formal and informal dance performances.

Level 2

- Recognize the possibilities of communicating the same idea through pantomime and abstraction.
- Create, perform, and discuss the meaning of a dance on a given theme.
- Compare appropriate audience behavior for formal and informal dance performances.

Level 3

- Describe the differences between pantomime and abstraction.
- Revise a dance on a given theme to clarify the intended meaning.
- Determine appropriate audience behavior for various scenarios (informal and formal).

Sample Performance Task

This lesson is the culmination of a series of lessons on breath and pulse rhythms. The students create an ABA dance showing breath, pulse, and breath rhythms, with a beginning and ending shape. This can be done as solos, duets or trios. The student explores possibilities, makes decisions, creates the A theme and the B theme and practices them in an ABA form. Each student or group performs for and discusses the meaning of the dance with peers.

Assessment: Teacher assesses for understanding by observing the dance and the discussion. (LE 3.2)

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

- 4.1 Compare multiple solutions to a given movement problem.
- 4.2 Observe dances and compare them in terms of the elements of dance (space, time, and energy).
- 4.3 Compare individual opinions about dances in a supportive and constructive way.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Discuss the differences in the solutions to a given movement problem.
- Observe and list how dances use space, time, and energy.
- List individual opinions about a given dance.

Level 2

- Compare multiple solutions to a given movement problem by charting the similarities and differences.
- Compare how dances use space, time, and energy.
- Compare verbally in a supportive and constructive way the variety of opinions about a given dance.

Level 3

- Determine which of the multiple solutions solved the given movement problem most effectively and why.
- Create a dance and critique its use of space, time, and energy.
- Write a positive critique of a given dance.

Sample Performance Task

This lesson is a follow-up to the sample performance task for Standard 3. Using the compositions created in the prior lesson, students compare the ways in which the dances use space, time and energy. Each should be charted (marker board or overhead projector for example). Categories should include the following: Space—self or general space, size, level, direction, pathway, focus; Time—speed and rhythm pattern; Energy—sharp, smooth, vibratory, swinging, strong, light, free or bound. When the dances are charted, students look for similarities and differences.

Assessment: Students determine if the dances successfully communicated the intended idea and why or why not. (LE 4.1; 4.2)

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

- 5.1 Perform folk and social dances from various cultures and periods.
- 5.2 Describe the basic evolution of a dance form and how it reflects its culture.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate a social dance from a given culture and period of time.
- Identify one contributing factor in the creation of a new dance form (i.e., folk, modern, jazz, or tap).

Level 2

- Perform a social dance and a folk dance and identify the culture and time period of each.
- Describe and explain two cultural factors that caused the creation of a new dance form.

Level 3

- Perform two or more social and/or folk dances and identify the cultures and time periods of each.
- List and illustrate the various cultural factors that contributed to the evolution of a given dance form and discuss how this is a reflection of its culture.

Sample Performance Task

This lesson relates to the study of Neolithic man and the types of tribes in which they lived: nomadic gatherers, hunters, or simple farmers. Have students choose a type of Neolithic tribe and then make a list of instances in which they might dance remembering that traditions were passed on orally through storytelling including dance and song. The list might include birth, death, successful hunt, rain, war, harvest. Students in small groups (or as a class) develop a story for the tribe and then create a dance and song to assist in telling this story. They create a written version of the story to accompany the dance and then perform the folk dance for another class.

Assessment: Teacher assesses group work and effectiveness of the performance.(LE 5.2)

Integration/Linkages

Social Studies, Communication Skills

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

- 6.1 Identify the parts of the skeleton and explain how these parts work relevant to dance.
- 6.2 Explain and compare how healthy practices enhance the ability to dance.
- 6.3 Describe how dance can improve one's general health and wellness.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify parts of the skeleton that rotate and explain how rotation is important to dancers.
- Give examples of healthy and unhealthy practices that affect one's ability to dance.
- Describe one way in which dance can improve one's general health and wellness.

Level 2

- Identify parts of the skeleton that allow for flexion and extension and explain how these are important to dancers.
- Explain how examples of healthy and unhealthy practices affect one's ability to dance.
- Describe two ways in which dance can improve one's general health and wellness.

Level 3

- Create a movements that demonstrate rotation, flexion and extension using the correct skeletal parts.
- Compare healthy practices with unhealthy practices and how each can affect the ability to dance.
- Describe three ways in which dance can improve one's general health and wellness.

Sample Performance Task

In a class discussion, the teacher introduces the concept of a “boney skeleton” as the structure or foundation upon which the remainder of one's body rests. Using a skeleton (or pictures if necessary), identify the parts of the body that allow for flexion and extension (ankles, knees, hip joints, spine, shoulder, elbow and wrist) and demonstrate flexing and extending. Have the students move out into space and explore flexion and extension with their bodies as they move through space. Back in a group, teacher discusses with the students why flexion and extension are important to dancers. Students (alone or in groups) create a dance that demonstrates rotation and flexion and extension using an AB format in which A is rotation and B is flexion and extension. Dances are performed for peers who discuss the success of each performance.

Assessment: Teacher assesses performance and discussion for accuracy and understanding of the concepts. (LE 6.1)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

- 7.1 Examine how the same idea can be expressed in dance and in other art forms.
- 7.2 Demonstrate and explain the connections between dance and other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate and explain how the same idea can be expressed in dance and theater (storytelling).
- Explore and demonstrate connections between dance and math, dance and language arts, dance and social studies and dance and science.

Level 2

- Create and perform a dance examining the common themes of music and dance that is inspired by a teacher selected piece of music,.
- Explore, demonstrate and explain connections between dance and math, dance and language arts, dance and social studies and dance and science.

Level 3

- Create and perform a dance examining the common themes of visual art and dance that is inspired by a teacher selected piece of visual art,.
- Create and perform a dance that develops a specific concept in math, language arts, science or social studies, and discuss the discoveries with the audience.

Sample Performance Task

This lesson interweaves music, art and poetry culminating in a dance. The teacher selects a piece of music that includes a range of dynamics and development of themes and melodies. Students are given paper and crayons. While listening to the music selection, students draw designs/pictures as the music inspires them. Each student then tears the drawing into four pieces. In groups of four, the students arrange and tape pieces of paper on a large piece of paper creating a collage. Each group of four will make a list of words that describe the collage. They then use these words to create a poem with one member of the group chosen as scribe. With this poem, the group creates a dance and performs it with the original inspirational piece of music. Students choose a title for the dance that identifies a common theme that links the dance to the music.

Assessment: The teacher evaluates the collage, poem and dance as documentation of achievement. (LE 7.1)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts

Grade 4

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

- 1.1 Demonstrate and describe the following underlying principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.
- 1.2 Demonstrate a combination of non-locomotor and locomotor skills in short movement patterns.
- 1.3 Transfer spatial patterns from the visual to the kinesthetic when working with a partner.
- 1.4 Develop a variety of rhythmic patterns and transfer to the kinesthetic.
- 1.5 Design and perform a variety of individual to group spatial relationships.
- 1.6 Memorize, reproduce and perform short dances.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Demonstrate and describe the following underlying principles of movement: initiation of movement and articulation of isolated body parts.
- Demonstrate a variety of combinations pairing non-locomotor and locomotor movements. (e.g., twisty walk, bursting leap, or floating run)
- Identify and describe spatial patterns in a given visual with a partner.
- Create and perform a movement phrase based on simple rhythmic patterns.
- Design an individual to group spatial relationship movement study.
- Memorize, reproduce, and perform a movement phrase.

Level 2

- Demonstrate and describe the following underlying principles of movement: initiation of movement, articulation of isolated body parts, and alignment and balance.
- Demonstrate and perform a given combination of non-locomotor and locomotor skills.
- Create a movement phrase based on one spatial pattern and combine with a partner's creation to form a duet.
- Create a series of rhythm patterns and corresponding movement.
- Design and perform an individual to group spatial relationship movement study.

- Memorize, reproduce, and perform one to two minute dances.

Level 3

- Demonstrate and describe the following underlying principles of movement: initiation of movement, articulation of isolated body parts, alignment, balance, weight shift, elevation and landing, and fall and recovery.
- Create and perform a short movement pattern that incorporates non-locomotor and locomotor skills.
- Create and perform a movement phrase based on one spatial pattern and combine with a partner's creation to form a duet.
- Create and perform movement based on a variety of rhythmic patterns.
- Design an individual to group spatial relationship movement study and teach it to another dancer.
- Memorize, reproduce, and perform two to five minute dances.

Sample Performance Task

Using a collage from *Jazz* by Matisse, students identify a spatial pattern/pathway/line in the artwork. Students transfer this visual to the kinesthetic by creating a movement phrase showing this spatial pattern through locomotor and non-locomotor movements. Students may teach an individual dance to another student and then perform as a duet for peers. Or two students may perform their individual dances as a duet.

Assessment: Teacher assesses through discussion of the results with students. (LE 1.3; 1.4; 1.7)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Create sequences or simple dances that demonstrate repetition.
- 2.2 Demonstrate the following partner skills: giving and taking weight.
- 2.3 Categorize and compare the choreographic elements of space, time and energy.
- 2.4 Choreograph movement that demonstrates the structures or forms of AB, ABA, canon, and call and response.
- 2.5 Describe and reproduce the choreographic structure of a dance viewed in class, in the theatre, or on video/DVD.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a simple sequence or dance.
- Improvise with a partner using the concept of giving and taking weight.
- Categorize and compare the choreographic elements of space and time.
- Choreograph two movement phrases and combine them in the forms of AB, ABA, and call and response.
- Describe the choreographic structure viewed in a dance.

Level 2

- Create a sequence or dance that demonstrates repetition.
- Demonstrate three ways of giving and taking weight with a partner.
- Categorize and compare the choreographic elements of space, time, and energy.
- Choreograph movement phrases and combine them in the forms of AB, ABA, canon, and call and response.
- Describe and reproduce (taking care to be experience appropriate) the choreographic structure viewed in a dance.

Level 3

- Create and perform a sequence or dance that demonstrates repetition.
- Create and perform a sequence that incorporates three ways of giving and taking weight.
- Design and create dances focusing on the choreographic elements.
- Choreograph, perform and critique movement phrases that have been combined in forms of AB, ABA, canon, and call and response.
- Examine the choreographic structure in the reproduction of a dance viewed.

Sample Performance Task

This lesson addresses the concept of giving and taking weight which is the foundation of contact improvisation and Pilobolus Dance Theater. Students view sections of the *Pilobolus Dance Theater* video which shows how this company works cooperatively using the concept of giving and taking each other's weight to create inventive lifts, shapes, and movements. After viewing the video, students explore different ways to create partner shapes that lean toward, pull away, and include lifting and being lifted. Students then choose and demonstrate with a partner three ways of giving and taking weight. Divide the class and have each group perform for the rest of the class. With this information, students create a simple dance based on these three shapes and adding transitional movements between the shapes. Duets perform for the rest of the class taking turns until all have performed. Assessment: In an open discussion, teacher and students positively critique the performances. (LE 2.2)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

- 3.1 Demonstrate the difference between pantomiming and creating abstract meaning through dance movement.
- 3.2 Create a dance that successfully communicates a chosen theme and teach to another dance student.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a pantomime and abstraction of an idea.
- Create, perform and discuss the meaning of a dance based on a chosen theme.

Level 2

- Create and perform a pantomime and an abstraction of an idea.
- Revise the dance to successfully communicate the chosen theme and teach it to another dancer.

Level 3

- Create, perform, and compare a pantomime and an abstraction of an idea.
- Perform the revised dance as individuals and/or as partners.

Sample Performance Task

Students view parts of the video *Ted Shawn and His Men Dancers* that shows the work the dancers did on the farm, Jacob's Pillow. Discuss how Ted Shawn wanted to create dances showing men's work and men's play. Have students make a list of some of the tasks that might need to be done on a farm. Explore these tasks using pantomime. Have students choose one task (perhaps painting a house) to pantomime and vary one of the elements of dance such as timing or size or body part. Students are now beginning to abstract the idea of painting so that it might now look like a dance about up-and-down and side-to-side movement. Students have now discovered the essence of painting. Have each student

choose a task and perform a theme in variation form. The theme is the pantomime of the task and the variation is the abstraction of that task. Students perform their creations for peers. Assessment: Students and teacher discuss and critique performances. (LE 3.1)

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

4.1 Establish and utilize aesthetic criteria for evaluation of dance.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Formulate essential questions that will establish criteria for a performance critique.

Level 2

- Apply essential questions to critique a dance performance.

Level 3

- Compose a written critique of a dance performance.

Sample Performance Task

Brainstorm with students what they think the essential questions should be when evaluating a dance. Have students then compare their list to that of Anne Green Gilbert from her book *Creative Dance for All Ages* (appendix). After a group discussion, have students revise their list creating a new list that the class will use. Students watch pantomime/abstract dances (Performance Task from Standard 3) and write critiques of these dances. Students may critique one or more dances as determined by the teacher. Students should turn in their essential question checklist of the dance they viewed and the written critique in paragraph form. Depending on the writing level, critiques can be limited to one or two essential questions or students may work in pairs to address these. Assessment: Teacher assesses the written critiques.

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

- 5.1 Perform and compare folk and social dances from various cultures and historical periods.
- 5.2 Explain how dance is a reflection of its culture.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Perform two social dances and two folk dances and identify the cultures and time periods in which they were created.
- List and illustrate the various cultural factors that contributed to the evolution of a dance form and discuss how this is a reflection of its culture.

Level 2

- Perform given social and folk dances from various cultures and historical periods and compare their structures and origins.
- Illustrate and demonstrate how two cultural elements are represented by a dance from the culture.

Level 3

- Perform given social and folk dances and chart their cultural and historical similarities, differences, and origins.
- Perform a dance that is reflective of its culture and discuss with peers why this dance was chosen.

Sample Performance Task

Create a bulletin board that shows pictures of and information about classical ballet from the 19th century and about Isadora Duncan. Explain to students that ballet had become artificial and formulaic with too many rules. There was a trend in the art world during this time in history to make the arts more realistic and accessible to the people, particularly the growing

middle class. Isadora Duncan rejected the rules of ballet and created her own dance that later became known as modern dance. After viewing and discussing videos (the *PBS Dancing* series of videos is a good resource) and the bulletin board, have students compare Isadora Duncan's dance to ballet, listing differences. Divide the class into two groups with one group creating a short dance illustrating a few of the characteristics of 19th century ballet and the other group creating a short dance illustrating a few of the characteristics of Isadora Duncan's dance. Each group then performs for the other and the entire class discusses the differences between the performances.

Assessment: Teacher assesses student understanding through the class discussion. (LE 5.2)

Integration/Linkages

Social Studies, Communication Skills

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

- 6.1 Describe how muscles relate to dance.
- 6.2 Design a health plan that will enhance one's ability to dance.
- 6.3 Explain how dance has improved one's personal health and wellness.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify basic muscles common to dance training.
- List components that should be included in a health plan.
- Explain one way in which dance has improved one's personal health and wellness.

Level 2

- Describe how the basic muscles common to dance training work.
- Design a health plan for dancers using the predetermined list of components.
- Explain two ways in which dance has improved one's personal health and wellness.

Level 3

- Discuss how the basic muscles move the skeletal structure.
- Implement the designed health plan for a specified length of time.
- Explain various ways in which dance has improved one's personal health and wellness.

Sample Performance Task

Students should be familiar with bones of the skeleton and movements that occur at different types of joints. The teacher should now use a variety of resources to introduce specific muscles that create those actions. Discuss the location of the main muscle groups and how they work in movement. For example, the abdominals for spine flexion, the hamstrings and quadriceps for leg flexion and extension, hip flexors, gluteus maximus and minimus for hip extension, rotators for hip rotation, back extensors for back extension, and biceps and triceps for arm flexion and extension. Students practice flexing and extending and rotating joints as they feel their muscles tighten (contract) and relax (lengthen).

Assessment: Teacher assesses by observation. (LE 6.1)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

- 7.1 Demonstrate how dance and other art forms share the same themes and concepts.
- 7.2 Examine the connections between dance and other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Analyze a piece of art or music and describe it in terms of space, time, energy and subject or theme.
- Create and perform a dance that develops a specific concept in math, language arts, science or social studies, and discuss the discoveries with the audience.

Level 2

- Construct a dance or structured improvisation that represents a particular theme found in a teacher selected piece of music or art.
- Verbally examine and compare two student dances that portray a specific concept in math, language arts, science or social studies.

Level 3

- Construct a dance or structured improvisation that represents a particular theme found in a teacher selected piece of music, theater or art and perform for peers.
- Document the constructed dance or structured improvisation for future performances.

Sample Performance Task

This lesson transfers the characteristics of a type of painting or drawing of inanimate objects called “Still Life” to dance. Discuss the characteristics found in the chosen still life. The teacher will need to accumulate an assortment of props, one for each student. It is best to do this improvisation with half the class at a time while the other half observes the process. (At some point prior to this lesson, there should have been a discussion of the term “aesthetic”.)

Creative process: Each dancer enters the stage space with a prop and places it in an aesthetically pleasing relationship with the other props. Each dancer enters to change one part of the still life in order to make it more aesthetically pleasing in his or her eyes. About half of the dancers enter and add their bodies to the still life creating a shape that relates to the props. The other dancers now enter the stage area making any desired changes in the still life and then add their bodies to it. The still life now comes alive and moves.

Following this improvised still life, students create music or sound to accompany the dance. Since half of the class is observing, those students can perform the music/sound accompaniment for the performance.

Assessment: Teacher assesses through observation of the creative work and class discussion. (LE 7.1)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts

Grade 5

Standard 1.0 Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations

The student will

- 1.1 Apply the following underlying principles of movement in the execution of a dance sequence: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.
- 1.2 Perform combinations of non-locomotor and locomotor skills of increasing length and complexity.
- 1.3 Utilize the full range of personal space in movement.
- 1.4 Transfer a spatial pattern from the visual to the kinesthetic in trios or small groups.
- 1.5 Transfer multiple rhythmic patterns from sound to the kinesthetic.
- 1.6 Design and perform a variety of group to group spatial relationships.
- 1.7 Identify the technical vocabulary for given dance movements.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Apply and describe the following underlying principles of movement: initiation of movement and articulation of isolated body parts.
- Create and perform a short movement pattern that incorporates non-locomotor and locomotor skills.
- Identify ways of using the full range of personal space in movement.
- Identify, describe, and explore through movement (as either a trio or small group activity) the various spatial patterns in a given visual.
- Identify rhythm patterns in a given musical selection.
- Design a variety of group to group spatial relationships.
- Recall the technical vocabulary for given dance movements.

Level 2

- Apply and describe the following underlying principles of movement: initiation of movement, articulation of isolated body parts, and alignment and balance.
- Perform given combinations of non-locomotor and locomotor skills of increasing length and complexity.
- Apply the full range of personal space in movement in a class/rehearsal setting.
- Create movement phrases based on a variety of spatial patterns in a trio or small group setting.

- Transfer rhythmic patterns from a given musical selection to movement.
- Design and perform a variety of group to group spatial relationships.
- Identify the technical vocabulary for given dance movements.

Level 3

- Apply and describe the following underlying principles of movement: initiation of movement, articulation of isolated body parts, alignment, balance, weight shift, elevation and landing, and fall and recovery.
- Create, teach and perform a combination of non-locomotor and locomotor skills of increasing length and complexity.
- Apply the full range of personal space in movement in a performance.
- Create and perform movement phrases based on a variety of spatial patterns in a trio or small group setting.
- Create and perform movement sequences based on rhythmic patterns from a given musical selection.
- Design and teach a variety of group to group spatial relationships.
- Identify and demonstrate technical vocabulary for given dance movements.

Sample Performance Task

Using one of Matisse's paper cut-outs from *Jazz* or any of his other collage work, have students in groups of three find three spatial patterns/pathways/lines in the artwork. Have each student transfer one visual to the kinesthetic by creating movement that uses both locomotor and non-locomotor movements and shows increasing length and complexity in the development of this spatial pattern as it progresses through the movement phrase. Each trio will have three movement phrases representing three different spatial patterns from the artwork. Have each student teach his/her movement to the other dancers in the trio. Then the group decides the order of movement phrases to be used in the performance. Assessment: Each group performs followed by a peer discussion and critique of the performance. (LE 1.2; 1.4; 1.8)

Integration/Linkages

Physical Education, Math, Language Arts (Vocabulary), Problem Solving, Music

Standard 2.0 Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations

The student will

- 2.1 Create sequences or simple dances that demonstrate contrast.
- 2.2 Demonstrate the partner skills of balance and counter balance.

- 2.3 Compose dances using the choreographic elements of space, time, and energy.
- 2.4 Choreograph movement that demonstrates the structures or forms of AB, ABA, canon, call and response, theme and variation, and narrative.
- 2.5 Analyze the choreographic structure of a dance viewed in class, in the theatre, or on video/DVD and support that position.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Improvise on the concept of contrast.
- Explore a variety of ways to balance and counter balance with a partner.
- Compose dances using the choreographic elements of space and time.
- Develop a theme and create variations on the theme using the choreographic elements (space, time, and energy).
- Examine the choreographic structure of an observed dance.

Level 2

- Create a sequence or simple dance that demonstrates contrast.
- Demonstrate, with a partner, three different shapes showing balance and counter balance.
- Compose dances using the choreographic elements of space, time, and energy.
- Choreograph and structure movement themes to form AB, ABA, canon, call and response, theme and variation, and narrative dances.
- Analyze in written form the choreographic structure of an observed dance.

Level 3

- Create and perform a sequence or simple dance that demonstrates contrast.
- Create and perform a sequence of movements incorporating balance and counter balance with a partner.
- Perform and critique dances using the choreographic elements of space, time, and energy.
- Choreograph, perform, and critique movement themes to form AB, ABA, canon, call and response, theme and variation, and narrative dances.
- Analyze and reflect in written form the choreographic structure of an observed dance.

Sample Performance Task

As a prelude to this lesson, read the introduction to the book *Favorite Greek Myths: Retold by Mary Pope Osborne*. Then read the story “The Kidnapping, The Story of Ceres and Proserpina”. After reading the story, have students explore in movement ways to bring different parts of the story to life using pantomime and abstract dance. After exploring possibilities, have students choose (or teacher assigns) characters for which they wish to create movement using space, time and energy. This may be done in groups or solo. Once

movements have been created, allow time to rehearse. The narrator for the story may be the teacher or a student. Music may be chosen to accompany the story if desired.

Rehearse each section and then put the story together focusing on transitions between sections. Perform the story.

Assessment: If possible, videotape the performance for review and critique by the students afterward. This can lead to revisions in the choreography to improve clarity and a new performance of the revised version of the dance. (LE 2.4)

Integration/Linkages

Physical Education, Language Arts, Cooperative Learning, Communication Skills

Standard 3.0 Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations

The student will

- 3.1 Experiment with transforming pantomime to abstract movement.
- 3.2 Create a dance that successfully communicates multiple themes, teach the dance to another student and perform.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Experiment with changing the element of time in pantomime sequences to create abstracted versions.
- Create, perform and discuss the meaning of a dance based on multiple themes.

Level 2

- Experiment with changing the elements of time and space in pantomime sequences to create abstracted versions.
- Revise a previously created dance to more successfully communicate multiple themes and teach the dance to another dancer.

Level 3

- Experiment with changing the elements of time, space, and energy in pantomime sequences to create abstracted versions.
- Perform individually and/or as partners a dance revised to more successfully communicate multiple themes.

Sample Performance Task

This lesson focuses on the work of Charles Weidman who used kinetic pantomime in his choreography and teaching. Have students watch the section of the video *Charles Weidman, On His Own* that shows kinetic pantomime. The difference between traditional pantomime and kinetic pantomime is that kinetic pantomime is a series of unrelated gestures that do not tell a story. Have students make a list of action verbs to use in a movement exploration of kinetic pantomime. For a group movement exploration, have students spread out into the space and make a starting position. Choose an action verb, such as “pick” and have students explore through pantomime all the different ways they can pick such as pick strawberries, pick lint from clothes, pick flowers, pick your teeth. Use several verbs to explore in movement.

Composition assignment: Each student chooses a verb and finds five instances in which they can use this verb. They create a pantomime gesture for each of these five and put them in a series with a beginning and ending shape. Next the student chooses one element from space, time or energy and abstracts the pantomime series using variations on that element. They now have two phrases—one pantomime and one abstraction. Students perform phrases for peers and discuss possible revisions for better abstraction of the theme. Students revise the phrases and teach them to a partner. Then each couple performs the phrases together. Assessment: Teacher and peers review the performance.

Integration/Linkages

Problem Solving, Cooperative Learning, Physical Education, Communication Skills

Standard 4.0 Criticism

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations

The student will

4.1 Present and support a personal critique of a dance.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Critique a dance performance using a given criteria.

Level 2

- Defend one’s critique of a dance to a group of peers.

Level 3

- Use one's critique to recommend revisions to enhance the choreography of a dance.

Sample Performance Task

Brainstorm with students what they think the essential questions should be when evaluating a dance. Have students then compare their list to that of Anne Green Gilbert from her book *Creative Dance for All Ages* (appendix). After a group discussion, have students revise their list creating a new list that the class will use. Students watch kinetic pantomime/abstract dances (Performance Task from Standard 3) and write critiques of these dances. Students may critique one or more dances as determined by the teacher.

Assessment: Students should turn in their essential question checklist of the dance they viewed and the written critique in paragraph form as well as a list of recommended revisions that might enhance the choreography, particularly in terms of abstraction of a theme.

Teacher assesses these materials.

Integration/Linkages

Problem Solving, Communication Skills, Language Arts, Creative Thinking

Standard 5.0 Cultural/Historical

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations

The student will

- 5.1 Research and perform a folk or social dance from a chosen culture.
- 5.2 Compare dances from two different cultures and explain how each is reflective of its culture.
- 5.3 Discuss the basic evolution of a dance form.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Research a folk or social dance from a chosen culture.
- Compare dances from two different cultures.
- Describe how a given dance form developed.

Level 2

- Research, reconstruct and perform for peers a folk or social dance from a chosen culture.
- Compare two dances that portray the same event from two different cultures and explain how these dances uniquely reflect their cultures.
- Explain the development of a dance form and the reasons for its development.

Level 3

- Perform a folk or social dance and orally present research findings about that dance to the audience.
- Perform two dances that portray the same event from two different cultures and discuss with the audience how these dances reflect their cultures.
- Create a new dance form for a current culture and explain how it reflects this culture.

Sample Performance Task

This lesson focuses on pre-Classic dance forms from the Renaissance period. Using the appropriate segment from the *PBS Dancing* video series, view the video and discuss the content. Using Louis Horst's book *Pre-Classic Dance Forms*, have students research and reconstruct one dance from this book. This is a small group activity. When the reconstruction of the dance is complete, students perform for peers, explaining their findings. An extension of this lesson would be to teach the dance to the rest of the class. Music for accompaniment of the dance can be found in any Renaissance collection under the name of the dance form (Pavane or Gigue, for example).

Assessment: Teacher will assess by observing the process of research and reconstruction as well as the performance. (LE 5.1)

Integration/Linkages

Social Studies, Communication Skills

Standard 6.0 Health

Students will make connections between dance and healthful living.

Learning Expectations

The student will

- 6.1 Discuss how the skeleton and muscles work together.
- 6.2 Implement an effective health plan through review and revision.
- 6.3 Improve one's personal health and wellness through dance.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Determine which muscles cause flexion and extension in the legs and at which joints.
- Implement a health plan for a specified amount of time.
- Choose a personal goal in dance that will improve one's personal health and wellness.

Level 2

- Determine which muscles cause flexion and extension in the arms and at which joints.
- Review the effectiveness of the designed health plan.
- Develop a plan for obtaining the personal goal in dance that will improve one's personal health and wellness.

Level 3

- Determine which muscles cause flexion and extension in the torso and at which joints.
- Revise the designed health plan to gain maximum effectiveness based upon the reflection.
- Implement the plan for the personal goal in dance and chart the progress of that plan.

Sample Performance Task

In a group, discuss things that would make students better dancers (such as more flexibility). Then discuss how development of these skills would enhance overall personal health and wellness. Each student is asked to choose a personal goal in dance that will improve his/her personal health and wellness. Each student will then create a hypothesis, describing specifically how this goal will improve their dancing and general health including examples. Next, students will develop a plan for obtaining their personal goal to prove this hypothesis (it must include something measurable). The plan should be for six weeks (corresponding to a grading period). Students create a calendar chart and implement the plan for six weeks charting progress throughout the period. (LE 6.2)

Integration/Linkages

Health, Problem Solving, Communication Skills

Standard 7.0 Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations

The student will

- 7.1 Analyze how the same idea can be expressed in dance and in other art forms.
- 7.2 Examine the connections between dance and three or more other academic disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Construct a dance or structured improvisation that represents a particular theme found in a teacher selected piece of music, theater or visual art and perform the work for peers.
- Analyze a specific concept in language arts, math, science or social studies and show how it can be translated into dance, design a plan and create a solo dance that shows the shared concept.

Level 2

- Analyze a particular work of visual art, music or theater (student created or student chosen from a teacher selected group), diagram the characteristics to be explored, and create a group dance that develops the chosen characteristic from the artwork.
- Analyze how a specific concept in language arts, math, science and social studies can be translated into dance, design a plan and create a group dance that develops the shared concept.

Level 3

- Analyze a particular work of visual art, music or theater (student created or student chosen from a teacher selected group), diagram the characteristics to be explored, create a group dance that develops the chosen characteristic from the art work and perform the dance.
- Analyze how a specific concept in language arts, math, science and social studies can be translated into dance, design a plan, create a group dance that develops the shared concept and perform this dance for peers.

Sample Performance Task

This lesson focuses on dance and *Haiku* (a Japanese poetry form). The teacher introduces the *Haiku* pattern to students discussing subject matter often used and the format of the poetry. Choose a *Haiku* and read it to the students. Have the students verbally analyze how they could bring this poem to life and explore each idea in movement, literally and then abstractly. This can be done in small groups with each group having a different *Haiku*. For composition, students choose a theme and brainstorm, creating a list of action verbs, adjectives, nouns, and images that describe the theme. Students will then create individual *Haiku* on the selected theme. Once the *Haiku* is written, the student will compose a dance to accompany the poem. Have students perform the dance using a narrator to read the *Haiku*. Assessment: Teacher assesses the creative process as well as the *Haiku* and the performance for understanding and accuracy. (LE 7.2)

Integration/Linkages

Problem Solving, Creative Thinking, Language Arts

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