

Dance

STUDENT-FRIENDLY-LANGUAGE LEARNING INTENTIONS & SAMPLE LESSON PLANS



DANCE



Dance Grades K-2: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

1. Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
a. Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space.	a1. I am learning different ways to move in space with other dancers (facing each other, side by side, over or under another dancer, etc.). a2. I am learning to share general space and maintain personal space.
b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.	b. I am learning to try out many locomotor and non-locomotor movements (bend, jump, turn, twist etc.), by playing with changes in body, effort (energy), shape and space.
c. Respond in movement to a variety of stimuli (e.g., music and sound, images, symbols, tactile, text, objects).	c. I am learning to move to different stimuli (e.g., music and sound, images, symbols, touch/tactile, text (written, spoken), objects).
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 2. Essential Question: What influences choice-making in creating choreography?	
a. Explore dance elements of body, effort, shape and space. Organize movement choices to create a simple choreographic structure as part of the creative process.	a1. I am learning to try out the dance elements of body, effort, shape and space. a2. I am learning to use the creative process to begin to make dances.
b. Connect movements that express an idea or emotion to create a short movement sequence.	b. I am learning to use movements to share an idea or emotion.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 3. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	
a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.	a1. I am learning to try out new movement choices using improvisation. a2. I am learning to think about the improvisation process with others.
b. Record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	b. I am learning to record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).

Performing- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. Enduring Understanding: Space, time, and energy are basic elements of dance.

4. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?

Standard	Student Friendly Language
a. Identify and demonstrate directions for moving the body using locomotor and non-locomotor movements in personal and general space (e.g., forward, backwards, sideways, up, down, turning). Make body shapes (e.g., straight, bent, curved) that change levels and vary in size. Move in straight, curved and zig-zagged pathways.	a1. I am learning to identify and show directions for moving the body using locomotor (traveling) and non-locomotor (non-traveling) movements in personal and general space (e.g., forward, backwards, sideways, up, down, turning). a2. I am learning to show body shapes (e.g., straight, bent, curved) using levels and size. a3. I am learning to move in straight, curved and zig-zagged pathways.
b. Identify fast, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.	b1. I am learning to identify fast, medium and slow movement. b2. I am learning to recognize a steady beat and move to varying tempi of a steady beat. b3. I am learning to identify and move on the downbeat of duple and triple meter.
c. Demonstrate movement qualities along with movement vocabulary (e.g., use adverbs and adjectives that apply to movement such as a floating leap, a floppy fall, a jolly jump, and joyful spin). Move with opposing movement qualities (e.g., sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).	c1. I am learning to use movement to show qualities and movement vocabulary (e.g., use adverbs and adjectives that apply to movement such as a floating leap, a floppy fall, a jolly jump, and joyful spin). c2. I am learning to move with opposing movement qualities (e.g., sudden/sustained, light/heavy, jerky/smooth). c3. I am learning to identify and use different characteristics to movements (e.g., slow, smooth, or wavy).
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>5. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.	a. I am learning to show a range of locomotor (traveling) and non-locomotor (non-traveling) movements, body patterning, body shapes, that move in different directions in space.
b. Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space .	b1. I am learning to move safely through general space using locomotor movements. b2. I am learning to stop on cue while keeping my personal space .
c. Repeat movements with an awareness of self and others in space.	c. I am learning to repeat movements while being aware of myself and others in space.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>6. Essential Question: How does a dancer heighten artistry in public performance?</p>	

a. Dance for and with others in a space where audience and performers occupy different areas.	a. I am learning to dance for and with others in a space where audience and performers occupy different areas.
b. Select a prop to use as part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (for example, hand props, simple scenery, or media projections).	b1. I am learning to pick out and use props as part of a dance to improve performance. b2. I am learning to show the use of some production elements (for example, hand props, simple scenery, or media projections).

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

7. Essential Question: How is a dance understood?

Standard	Student Friendly Language
a. Find movements that develop a pattern.	a. I am learning to find movements in a dance that show a certain pattern.
b. Identify, describe, or respond through movement to observed or performed dance movements from different genres or cultures.	b1. I am learning to identify movement from dances that I observe that are from different genres or cultures. b2. I am learning to describe movement from dances that I observe that are from different genres or cultures. b3. I am learning to create my own movement from dances that I observe that are from different genres or cultures.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. 8. Essential Question: How is dance interpreted?	
a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology .	a1. I am learning to identify movements that show an idea. a2. I am learning to explain the meaning of dance movements using simple dance terminology .
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. 9. Essential Question: What criteria are used to evaluate dance?	
a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well. Explain why they were effective.	a1. I am learning to discuss two criteria for why a dance works well. a2. I am learning to discuss movements and other parts of the dance that make the dance work well. a3. I am learning to explain why I think a dance works well.

Connecting- Relating artistic ideas and work with personal meaning and external context.

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

10. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

10. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard	Student Friendly Language
a. Recognize a personal or emotional response to a dance work. Identify a social or cultural response. Discuss how specific movements contributed to your response and relate to your personal experience.	a1. I am learning to recognize my own feelings and feelings of others about a dance work. a2. I am learning to discuss how certain movements make me feel, and how that relates to my own experiences.
a. Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.	b1. I am learning to create movement that shows my own experiences. b2. I am learning to discuss what I see and identify movements that show my own experience.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 11. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?	
a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.	a1. I am learning to observe and talk about dance. a2. I am learning to use symbols and/or pictures in my learning.

Dance Grades 3-5: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

1. Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs through leading and following improvisational strategies.	a. I am learning to change my body-use when working with other dancers to safely change levels, directions and pathway designs during improvisational activities.
b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.	b. I am learning to explore movement problems by combining different movements and using the elements of dance (body, effort (energy), shape and space).
c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).	c. I am learning to identify and use different stimuli to build choreography (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms (stories, poems etc.), natural phenomena (weather, nature).
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 2. Essential Question: What influences choice-making in creating choreography?	
a. Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).	a. I am learning to explore and develop basic choreographic structures to create and change movement material (e.g., devices, forms, principles).
b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choice.	b1. I am learning to develop a dance sequence that expresses and communicates an idea or feeling. b2. I am learning to discuss the effect of my movement choices on how my idea or feeling is understood/communicated.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 3. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	
a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the changes made in the dance.	a1. I am learning to revise my movement choices in response to feedback from others to improve a short dance study. a2. I am learning to describe the changes I made to improve my dance.

b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g., body actions, spatial pathways, relationships, dynamics, and rhythm).	b. I am learning to show the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g., body actions, spatial pathways, relationships, dynamics, and rhythm).
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Performing- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. Enduring Understanding: Space, time, and energy are basic elements of dance.

4. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?

Standard	Student Friendly Language
a. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Demonstrate shapes with positive and negative space . Move through general space with an awareness of other dancers. Establish relationships with other dancers through focus.	a1. I am learning to identify symmetrical and asymmetrical body shapes. a2. I am learning to examine relationships between body parts. a3. I am learning to demonstrate shapes with positive and negative space . a4. I am learning to move through general space with an awareness of the other dancers. a5. I am learning to establish relationships with other dancers using focus.
b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.	b1. I am learning to dance to a variety of rhythmic patterns. b2. I am learning to recognize and respond to tempo changes in dance and music. b3. I am learning to perform movement sequences that show my ability to respond to changes in time.
c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.	c. I am learning to change the use of energy/effort and dynamics by changing movements and applying specific movement qualities making the movement more impactful.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 5. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?	
a. Demonstrate fundamental dance skills (e.g., alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. I am learning to demonstrate basic dance skills (e.g., alignment, coordination, balance) when repeating and recalling patterns and sequences of locomotor and non-locomotor movements.
b. Demonstrate safe body-use practices during movement, technical exercises, and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	b1. I am learning to how to safely move in ways that promote strength, flexibility, and endurance. b2. I am learning to identify healthful eating habits.
c. Coordinate sequences and timing with other dances and refine spatial relationships that reflect on awareness of self, others, and the environment.	c. I am learning to coordinate sequences and timing with other dances and improve spatial relationships that indicate an awareness of self, others, and the environment.

6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression . 6. Essential Question: How does a dancer heighten artistry in public performance?	
a. Identify the main areas of performance space using production terminology (e.g., stage right/left, center stage, up/downstage, downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a1. I am learning to identify the main areas of performance space using production terminology (e.g., stage right/left, center stage, up/downstage). a2. I am learning to demonstrate the ability to adapt dance to different performance venues by modifying spacing and movements to the performance space.
b. Identify, explore, and select a variety of production elements (e.g., costumes, props, music, scenery, lighting, media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.	b. I am learning to Identify, explore, and choose a variety of production elements (e.g., costumes, props, music, scenery, lighting, media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work. 7. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. 7. Essential Question: How is a dance understood?	
Standard	Student Friendly Language
a. Identify a movement pattern that creates a dance sequence in a dance work.	a. I am learning to identify a dance/movement pattern in a dance work.
b. Demonstrate, explain, and describe the qualities and characteristics of style used in a dance from an established dance genre or your own cultural movement practice , using basic dance terminology.	b1. I am learning to demonstrate qualities and characteristics of the style from a dance genre or from my own cultural dances. b2. I am learning to use basic dance terminology to explain and describe characteristics of the style from a dance genre or from my own cultural dances.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. 8. Essential Question: How is dance interpreted?	
a. Explain how the movements in a dance communicate the main idea (e.g., verbally, in writing, visually). Relate movements, ideas, and context to interpret their meaning using basic dance terminology .	a1. I am learning to explain how the movements in a dance communicate the main idea. a2. I am learning to relate the movements, ideas and context to interpret (clarify) the movement's meaning using basic dance terminology .
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Criteria for evaluating dance vary across genres, styles , and cultures. 9. Essential Question: What criteria are used to evaluate dance?	

a. Describe and define the characteristics that make a dance artistic and meaningful using basic **dance terminology**, and develop, understand, and apply **artistic criteria** for evaluating dance.

a1. I am learning to describe the characteristics that make a dance artistic and meaningful using basic **dance terminology**.
a2. I am learning to develop, understand and apply **artistic criteria** for evaluating dance.

Connecting- Relating artistic ideas and work with personal meaning and external context.

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

10. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

10. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard	Student Friendly Language
a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.	a1. I am learning to examine and compare dance elements that bring out a specific personal response. a2. I am learning to discuss ideas and feelings brought up by the dance. a3. I am learning to discuss how my response to the work relates to my social and cultural experiences.
a. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual, or movement form.	a1. I am learning to investigate an idea from another subject and express the information through movement. a2. I am learning to communicate how movement expresses ideas and what I learned from the experience through oral, written, visual or movement form.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 11. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy ?	
a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in your learning.	a1. I am learning to investigate the dance literacy skills of dance observation and writing. a2. I am learning to understand cultural influences, engage in dialogue, and utilize technology and symbol systems.

Dance Grades 6-8: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

1. Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	a. I am learning to use improvisation as a creative process to explore movement components and concepts.
b. Construct and solve movement problems to develop choreographic content.	b. I am learning to create choreography by solving movement problems.
c. Create movement from a variety of stimuli (e.g., music/sound, observed dance, literary forms, natural phenomena, current news, social events) that expands movement vocabulary and develops artistic expression . Use movement to create an original dance study.	c. I am learning to use a variety of stimuli to grow my movement vocabulary and create an original dance.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 2. Essential Question: What influences choice-making in creating choreography?	
a. Explore choreographic elements, structures, and processes to develop a dance study. Explain the choreographic intent of the movement.	a1. I am learning to explore different choreographic elements, formats, and processes to develop movement. a2. I am learning to explain the choreographic intent of my movement.
b. Choreograph a dance study that communicates personal or cultural meaning.	b. I am learning to choreograph a dance that communicates personal or cultural meaning.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 3. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	
a. Revise dance compositions using collaboratively developed artistic criteria . Explain reasons for revisions and how choices made relate to artistic intent.	a1. I am learning to work with others to revise dance choreography. a2. I am learning to explain why I made artistic choices and changes.
b. Explore or invent a system to record a dance sequence through writing, symbols, or form of media technology (e.g., Laban motif symbols, creative writing, etc.).	b. I am learning to explore or create a way to record a dance sequence through writing, symbols, or form of media technology.

Performing- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. Enduring Understanding: Space, time, and energy are basic elements of dance.

4. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?

Standard	Student Friendly Language
a. Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.	a1. I am learning to navigate space through different pathways, levels, and patterns as a part of an ensemble. a2. I am learning to keep focus with my partner or group in near and far space. a3. I am learning to change my inward focus to outward focus and extend it out to far space.
b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	b1. I am learning to use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence in movement. b2. I am learning to move to both accented and unaccented beats in 3/4 and 4/4 meters. b3. I am learning to use timing accents to emphasize the beat of a measure through movement.
c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c1. I am learning to use energy/effort and dynamics in my movement exercises and dance performance. c2. I am learning to use energy and dynamics to improve and expand my movements.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>5. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
a. Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.	a1. I am learning to apply dance skills to demonstrate direction changes, weight shifts, flexibility/range of motion, elevations, and landings. a2. I am learning to apply dance skills to demonstrate flexibility/range of motion and, extensions of limbs. a3. I am learning to apply dance skills to demonstrate movement transitions within dance sequences.
b. Identify and evaluate healthful practices, including nutrition and basic anatomical knowledge, that promote safe and healthful strategies when warming up, dancing, and in everyday life.	b. I am learning to identify and assess best practices that support safe and healthy strategies when warming up, dancing and in everyday life.
c. Apply movement principles such as movement initiation and use of imagery. While performing dance sequences and movement studies.	c. I am learning to use initiation and imagery while performing dance sequences and movement studies.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>6. Essential Question: How does a dancer heighten artistry in public performance?</p>	
a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances.	a1. I am learning to demonstrate leadership qualities when preparing for performances.

Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Accept post-performance notes from choreographer and apply corrections to future performances.	<p>a2. I am learning to use performance etiquette and practices during class, rehearsal, and performance.</p> <p>a3. I am learning to document what I am doing and create a plan for continued improvement.</p> <p>a4. I am learning to accept post-performance notes from the choreographer and apply notes to future performances.</p>
b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.	<p>b1. I am learning to identify and use production elements to support artistic work.</p> <p>b2. I am learning to use production terminology to explain reasons for using production elements in artistic work.</p> <p>b3. I am learning to explore opportunities to produce dance in different types of venues and for different audiences.</p> <p>b4. I am learning to use production elements in different situations.</p>

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
7. Essential Question: How is a dance understood?

Standard	Student Friendly Language
a. Describe, demonstrate, and compare dance sequences within a dance in context of their artistic intent.	<p>a1. I am learning to describe, demonstrate, and compare dance sequences.</p> <p>a2. I am learning to understand a dance sequence in the context of artistic intent.</p>
b. Explain and compare how the elements of dance are used in a variety of genres, styles , or cultural movement practices to communicate intent using genre-specific dance terminology .	<p>b1. I am learning to explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices.</p> <p>a2. I am learning to communicate intent using genre-specific dance terminology.</p>

- 8. Anchor Standard:** Interpret intent and meaning in artistic work.
8. Enduring Understanding: Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
8. Essential Question: How is dance interpreted?

a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific terminology .	a. I am learning to interpret how artistic expression of dance is achieved using relationships among the components of dance using genre-specific terminology .
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- 9. Anchor Standard:** Apply criteria to artistic work.
9. Enduring Understanding: Criteria for evaluating dance vary across **genres, styles**, and cultures.
9. Essential Question: What criteria are used to evaluate dance?

a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to	a1. I am learning to use artistic criteria to determine what makes an effective dance work.
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comprehend artistic expression using genre-specific dance terminology .	a2. I am learning to utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression using genre-specific dance terminology .
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Connecting- Relating artistic ideas and work with personal meaning and external context.

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

10. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

10. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard	Student Friendly Language
a. Analyze and compare various movement sources (e.g., personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regard to the development of your attitudes, knowledge, experiences, and/or personal movement preferences.	a1. I am learning to analyze and compare various movement sources and their dance elements. a2. I am learning to interpret the movement I observe. a3. I am learning that my attitudes, knowledge, experiences, and/or personal movement preferences influence my interpretation.
b. Research an aspect or contrasting aspects from the cultural, social, or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.	b1. I am learning to research an aspect or contrasting aspects from the cultural, social, or historical development of a dance genre or style , and/or the dance elements. b2. I am learning to share the findings and discuss how these reinforced or changed my personal views and understandings. b3. I am learning to document the process of investigation.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 11. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy ?	
a. Investigate the dance literacy skills of dance observation, writing, and critique; understanding cultural influences; engaging in dialogue; and utilizing technology and symbols in your learning.	a1. I am learning to investigate the dance literacy skills of dance observation, writing, and critique. a2. I am learning to understand cultural influences, engage in dialogue, and use technology and symbols in my learning.

Dance High School Proficient: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

1. Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
a. Explore various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).	a. I am learning to try different approaches to creative processes that involve multiple movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).
b. Identify individual movement preferences and explore ways to expand movement possibilities.	b. I am learning to identify my personal movement preferences and try ways to expand movement possibilities.
c. Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study . Analyze the process and the relationship between the stimuli and the movement.	c1. I am learning to use a variety of stimuli for inspiring movement to create a dance sequence or dance study . c2. I am learning to analyze the connection between the stimuli and the movement.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 2. Essential Question: What influences choice-making in creating choreography?	
a. Investigate and develop choreographic elements, structures, and processes to create a dance study . Explain the choreographic intent of the movement.	a1. I am learning to experiment with choreographic elements, structures, and processes to create a dance study . a2. I am learning to explain the choreographic intent of the movement.
b. Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b1. I am learning to choreograph a dance study that expresses and communicates an idea or feeling. b2. I am learning to discuss the effect of the movement choices.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 3. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	
a. Identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a1. I am learning to identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. a2. I am learning to accept and apply feedback and critiques from others to refine my choreography. a3. I am learning to analyze the impact of choices made in the revision process a4. I am learning to evaluate the impact of choices made in the revision process.
b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	b. I am learning ways to document dance using words, symbols, or media technologies to refine or complete artistic work.

Performing- Realizing artistic ideas and work through interpretation and presentation.**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.**4. Enduring Understanding:** Space, time, and energy are basic elements of dance.**4. Essential Question:** How do dancers work with space, time, and energy to communicate **artistic expression**?

Standard	Student Friendly Language
a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing sequences and transitions between sequences. Establish and break relationships with others as appropriate to the choreography.	a1. I am learning to develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. a2. I am learning to develop spatial clarity while performing movement. a3. I am learning to establish and break relationships with others within choreography.
b. Use syncopation and accented movements to different tempi . Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b1. I am learning to use syncopation and accented movements to different tempi . b2. I am learning to take rhythmic cues from different aspects of accompaniment. b3. I am learning to integrate breath phrasing with metric and kinesthetic phrasing.
c. Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics .	c1. I am learning to perform movement using varying energy/effort and dynamics . c2. I am learning to perform with total body awareness.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression . 5. Essential Question: What must a dancer do to prepare the mind and body for artistic expression ?	
a. Embody technical dance skills (e.g., functional alignment , coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and styles .	a1. I am learning to embody dance using technical dance skills including functional alignment , coordination, balance, core support, clarity of movement, and weight shifts. a2. I am learning to perform movement which demonstrates flexibility and a range of motion. a3. I am learning to perform complex choreography with accuracy. a4. I am learning to perform dance in a variety of genres and styles .
b. Apply healthful practices in dance activities, including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment .	b1. I am learning to apply healthy practices in dance activities, including nutrition and injury prevention. b2. I am learning to identify anatomical principles that contribute to functional alignment .
c. Identify and apply dance movement principles, such as breath and core support, when performing dance sequences in a variety of genres . Identify body patterning concepts.	c1. I am learning to identify and apply dance movement principles, such as breath and core support, when performing dance sequences in a variety of genres . c2. I am learning to identify body patterning concepts.
6. Anchor Standard: Convey meaning through the presentation of artistic work.	

6. Enduring Understanding: Dance performance is an interaction between performer, **production elements**, and audience that heightens and amplifies **artistic expression**.

6. Essential Question: How does a dancer heighten artistry in public performance?

a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Demonstrate **performance etiquette** and performance practices during class, rehearsal, and performance. Accept post-performance notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance terminology** and **production terminology**.

a1. I am learning to demonstrate leadership qualities in class, rehearsal, and performance (including commitment, dependability, responsibility, and cooperation).
a2. I am learning to demonstrate **performance etiquette** during class, rehearsal, and performance.
a3. I am learning to accept and apply notes and feedback.
a4. I am learning to document dance in a variety of ways including notes and video.
a5. I am learning to use appropriate **dance terminology** and **production terminology**.
a6. I am learning to self-reflect on my own rehearsal and performance to evaluate effectiveness and make goals for the future.

b. Collaborate in investigating and evaluating the design and execution of **production elements** that would intensify and heighten the artistic intent of a dance performed on a stage, in a different **venue**, or for different audiences.

b. I am learning to work with others to investigate and evaluate the design and execution of **production elements** that would intensify and heighten the artistic intent of a dance performed on a stage, in a different **venue**, or for different audiences.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

7. Essential Question: How is a dance understood?

Standard

Student Friendly Language

a. Analyze recurring dance sequences and their relationships within a dance in context of **artistic intent** and structure.

a. I am learning to analyze recurring dance sequences and their relationships within dance in context of **artistic intent** and structure.

b. Analyze the use of components of dance and their relationships in a variety of **genres, styles, or cultural movement practices** within cultural context to communicate intent using **genre-specific dance terminology**.

b. I am learning to use **genre-specific dance terminology** to analyze the components of dance in a variety of **genres, styles, or cultural movement practices** in context to communicate intent.

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

8. Enduring Understanding: Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

8. Essential Question: How is dance interpreted?

a. Compare different dances and discuss their intent and **artistic expression**. Provide evidence on how the relationships among the components of dance enhance meaning and support the intent using **genre-specific dance terminology**.

a1. I am learning to compare dances and discuss their intent and **artistic expression**.
a2. I am learning to use **genre-specific dance terminology** to cite evidence on how the components of dance enhance meaning and support intent.

- 9. Anchor Standard:** Apply criteria to artistic work.
9. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
9. Essential Question: What criteria are used to evaluate dance?

a. Analyze the **artistic expression** of a dance. Discuss insights using evaluative criteria and dance terminology.

a. I am learning to use evaluative criteria and dance terminology to discuss insights and analyze the **artistic expression** of a dance.

Connecting- Relating artistic ideas and work with personal meaning and external context.

- 10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.
10. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
10. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard	Student Friendly Language
a. Analyze a dance to determine the ideas expressed by the choreographer. Compare your own interpretation with other interpretations.	a1. I am learning to analyze a dance to determine the ideas expressed by the choreographer. a2. I am learning to compare my own interpretation with other interpretations.
b. Research an aspect of the cultural, social, or historical development of a dance genre or style , and/or the dance elements . Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.	b1. I am learning to research an aspect of the cultural, social, or historical development of a dance genre or style and/or the dance elements . b2. I am learning to discuss how these findings reinforced or changed personal and collective views and understandings. b3. I am learning to apply the findings to a project. b4. I am learning to document the process of investigation and application.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 11. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy ?	
a. Develop the dance literacy skills of dance observation, writing, and critique; understanding history and culture; implementing processes of evaluation; recognizing meaning and values of dance experiences; engaging in dialogue; contributing knowledge; and utilizing technology and symbol systems in your learning.	a. I am learning to develop my dance literacy skills to help me understand cultural influences, engage in dialogue, make observations, write, critique, recognize meaning and values, contribute knowledge, and utilize technology and symbols. _

Dance High School Accomplished: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

1. Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
a. Utilize various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).	a. I am learning to use various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).
b. Identify and analyze movement preferences of self and others to explore ways to expand movement possibilities.	b. I am learning to identify and analyze movement preferences of myself and others. I am learning ways to expand movement possibilities.
c. Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.	c. I am learning to combine content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>2. Essential Question: What influences choice-making in creating choreography?</p>	
a. Collaborate in the investigation and development of the choreographic elements, structures , and processes to create a dance study . Consider the choreographic intent of the movement.	<p>a1. I am learning to work with others in the investigation and development of the choreographic elements, structures, and processes to create a dance study.</p> <p>a2. I am learning to consider the choreographic intent of the movement.</p>
b. Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent .	<p>b1. I am learning to choreograph a dance study that uses ideas and themes as motivation.</p> <p>b2. I am learning to justify how my movement choices support my artistic intent.</p>
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>3. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
a. Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, collaboratively or independently using established artistic criteria , self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	<p>a1. I am learning to clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms.</p> <p>a2. I am learning to work by myself and with others to refine choreography.</p> <p>a3. I am learning to use established artistic criteria, self-reflection, and the feedback of others to refine choreography.</p> <p>a4. I am learning to analyze and evaluate the impact of choices made in the revision process.</p>
b. Document a dance as a tool to refine work during the creative process.	b. I am learning to document a dance as a tool to refine work during the creative process.

Performing- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. Enduring Understanding: Space, time, and energy are basic elements of dance.

4. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?

Standard	Student Friendly Language
a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a1. I am learning to dance alone and with others with spatial intention. a2. I am learning to expand partner and ensemble skills to greater ranges and skill level. a3. I am learning to execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.
b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.	b1. I am learning to perform dance studies and compositions that use time and tempo in unpredictable ways. b2. I am learning to use internal rhythms and kinetics as phrasing tools.
c. Perform movement sequences by applying energy/effort and dynamics . Vary energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation and energy/effort .	c1. I am learning to perform movement sequences by applying a variety of energy/effort and dynamics . c2. I am learning to use energy/effort and dynamics to transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>5. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
a. Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic, and dynamic sequences and choreography.	a. I am learning to apply body-mind principles to technical dance skills while executing complex spatial, rhythmic, and dynamic sequences and choreography.
b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b1. I am learning to apply anatomical principles and healthful practices to my technical dance skills . b2. I am learning to follow a personal nutrition plan that supports health for everyday life.
c. Evaluate how movement principles, such as breath and core support, improve technical performance. Identify how somatic practices contribute to great body and movement awareness.	c1. I am learning to evaluate how movement principles, such as breath and core support, improve technical performance. c2. I am learning how to identify body and movement awareness.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>6. Essential Question: How does a dancer heighten artistry in public performance?</p>	
a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsals, and performances. Implement performance strategies to enhance projection. Accept post-	a1. I am learning to demonstrate leadership qualities in class, rehearsal, and performance (including commitment, dependability, responsibility, and cooperation). a2. I am learning to be an example of performance etiquette during class, rehearsal, and performance for others.

performance notes from choreography and apply corrections to future performances. Document the process and evaluate methods and strategies using dance terminology and production terminology .	a3. I am learning to accept and apply notes and feedback. a4. I am learning to document dance in a variety of ways including notes and video. a5. I am learning to use appropriate dance terminology and production terminology to evaluate methods and strategies. a6. I am learning to self-reflect on my own rehearsal and performance to evaluate effectiveness and make goals for the future.
b. Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.	b. I am learning to work with others to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
7. Essential Question: How is a dance understood?

Standard	Student Friendly Language
a. Analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.	a. I am learning to analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.
b. Analyze the components of dance and their relationship in a variety of genres, styles, or cultural movement practices and provide evidence on how their difference impact communication and intent within a cultural context. Use genre-specific dance terminology .	b1. I am learning to analyze the components of dance using genre-specific dance terminology . b2. I am learning to analyze the relationship of components of dance in a variety of genres, styles, or cultural movement practices using genre-specific terminology . b3. I am learning to provide evidence on how the differences of dance components and their relationships impact communication and intent within a cultural context.

- 8. Anchor Standard:** Interpret intent and meaning in artistic work.
8. Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
8. Essential Question: How is dance interpreted?

a. Analyze and provide evidence for how the components of dance contribute to artistic expression . Use genre-specific dance terminology .	a. I am learning to use genre specific dance terminology to analyze and provide evidence for how the components of dance contribute to artistic expression .
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures . 9. Essential Question: What criteria are used to evaluate dance?	
a. Compare two or more dances using artistic criteria to critique artistic expression . Consider societal values and a range of perspectives. Use genre-specific dance terminology .	a1. I am learning to use genre-specific dance terminology to compare two or more dances using artistic criteria to critique artistic expression . a2. I am learning to consider societal values and a range of perspectives.

Connecting- Relating artistic ideas and work with personal meaning and external context.

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

10. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

10. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard	Student Friendly Language
a. Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between your observations, and cultural and historical influences. Provide evidence to support your analysis.	a1. I am learning to analyze a dance to determine the ideas expressed by the choreographer. a2. I am learning to draw connections between my observations, and cultural and historical influences. a3. I am learning to provide evidence to support my analysis.
b. Research and compare an aspect of the cross- cultural, societal, or historical development, and/or the dance elements of two or more dance genres or styles . Discuss how these findings reinforced or changed personal and collective view and understandings. Apply the findings to a project. Document the process of investigation and application.	b1. I am learning to research and compare an aspect of the cross-cultural, societal, or historical development, and/or the dance elements of two or more dance genres or styles . b2. I am learning to discuss how these findings reinforced or changed personal and collective views and understandings. b3. I am learning to apply the findings to a project. b4. I am learning to document the process of investigation and application.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>11. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>	
a. Apply developed dance literacy skills of dance observation, writing, and critique; understanding history and culture; implementing processes of evaluation; recognizing meaning and values of dance experiences; engaging in dialogue; contributing knowledge; and utilizing technology and symbol systems in your learning.	a. I am learning to apply developed dance literacy skills of dance observation, writing, and critique to understand history and culture; to implement processes of evaluation; to recognize meaning and values of dance experiences; to engage in dialogue; contribute knowledge; and utilize technology and symbol systems in my learning.

Dance High School Advanced: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

1. Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
a. Develop create process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g., improvisational approaches).	a. I am learning ways to use creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g., improvisational approaches).
b. Identify, analyze, and transform movement preferences/salient characteristics or self and/or others to expand movement possibilities and take risks to discover unexpected solutions.	b1. I am learning to identify, analyze, and transform movement preferences and recognizable characteristics of self and/or others to expand movement possibilities. b2. I am learning to take risks and try new things to discover unexpected solutions.
c. Synthesize content generated from multi- faceted stimuli to choreograph a sophisticated and innovative dance composition. Experiment and take risks to discover a personal voice to communicate artistic intent.	c1. I am learning to combine content generated from complex stimuli to choreograph a sophisticated and innovative dance composition. c2. I am learning to experiment and take risks to discover a personal voice to communicate artistic intent.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>2. Essential Question: What influences choice-making in creating choreography?</p>	
a. Demonstrate fluency of choreographic elements, structures, and processes. Express a personal/collective voice in designing and choreographic original dance compositions. Justify choreographic choices and explain how they are used to support artistry.	a1. I am learning to demonstrate understanding and use of choreographic elements, structures, and processes. a2. I am learning to express a personal/collective voice in designing and choreographic original dance compositions. a3. I am learning to explain choreographic choices and how they are used to support artistry.
b. Choreograph a dance based on a selected theme . Articulate the artistic intent and consider how the meaning drawn by the audience may differ.	b1. I am learning to choreograph a dance based on a selected theme . b2. I am learning how to talk about the artistic intent. b3. I am learning to consider how the meaning drawn by the audience may differ from the intended meaning.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>3. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
a. Refine artistic intent of a dance by manipulating choreographic devices , dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.	a1. I am learning to refine the artistic intent of a dance by manipulating choreographic devices , dance structures/forms, and artistic criteria using self-reflection and feedback from others. a2. I am learning to document choices made in the revision process and explain how the refinements support artistic intent.

b. Apply recognized systems of dance documentation and symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.	b1. I am learning to document dance and use symbol systems to analyze and evaluate the artistry of a dance. b2. I am learning to apply findings to refine during the creative process.
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Performing- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. Enduring Understanding: Space, time, and energy are basic elements of dance.

4. Essential Question: How do dancers work with space, time, and energy to communicate **artistic expression**?

Standard	Student Friendly Language
a. Develop artistic and expressive clarity while performing alone and with others. Use varied focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.	a1. I am learning to convey artistry and expression while performing alone and with others. a2. I am learning to use varied focus to clarify movement and intent. a3. I am learning to establish and break relationships with other dancers and audience as appropriate to the dance.
b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complete rhythms (e.g., contrapuntal and or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.	b1. I am learning to develop musicality for artistic interest and to convey expression. b2. I am learning to perform with and without music. b3. I am learning how to demonstrate complexity in phrasing. b4. I am learning to use multiple and complete rhythms (e.g., contrapuntal and or polyrhythmic). b5. I am learning to work with and against rhythm of accompaniment or sound environments.
c. Modulate dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. Perform movement sequences expressively using a broad range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	c1. I am learning to adjust dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. c2. I am learning to perform movement sequences expressively using energy/effort and dynamics for establishing relationships with other dancers and projecting to the audience.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 5. Essential Question: What must a dancer do to prepare the mind and body for artistic expression ?	
a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles .	a. I am learning to use body-mind principles and technical dance skills in complex choreography in a variety of dance genres and styles .
b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles .	b. am learning to use complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles .
c. Perform complex movement sequences and choreography integrating somatic practices and movement principles.	c. I am learning to perform complex movement sequences and choreography integrating principles of body and movement awareness.
6. Anchor Standard: Convey meaning through the presentation of artistic work.	

6. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

6. Essential Question: How does a dancer heighten artistry in public performance?

a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Model **performance etiquette** and performance practices during class, rehearsal, and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (e.g., resume, headshot, etc.). Document the rehearsal and performance process with fluency in professional **dance terminology** and **production terminology**.

a1. I am learning to demonstrate leadership qualities in class, rehearsal, and performance (including commitment, dependability, responsibility, and cooperation).
a2. I am learning to be an example of **performance etiquette** during class, rehearsal, and performance for others.
a3. I am learning how to enhance my performance using projection and performance energy.
a4. I am learning to create and maintain a professional portfolio.
a5. I am learning to document the rehearsal and performance process using **dance terminology** and **production terminology**.

b. Work collaboratively to produce dance concerts in a variety of **venues**, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the **venues**, with regards to the environment, **production elements**, and audience response.

b1. I am learning to work with others to produce dance concerts in a variety of **venues**.
b2. I am learning to help design and organize the production elements that would most effectively convey artistic intent of the dance works in each of the **venues**, with regards to the environment, **production elements**, and audience response.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

7. Essential Question: How is a dance understood?

Standard

Student Friendly Language

a. Analyze and interpret how the components of dance contribute to **artistic expression** across different **genres, styles, or cultural movement practices**. Provide evidence of your findings. Use **genre-specific dance terminology**.

a. I am learning to use **genre-specific dance terminology** to analyze and interpret how the components of dance contribute to **artistic expression** across different **genres, styles, or cultural movement practices** and provide evidence of my findings.

b. Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or **cultural movement practices**. Use **genre-specific dance terminology**.

b. I am learning to use **genre-specific dance terminology** to provide evidence on how dance communicates aesthetic and cultural values in a variety of **genres, styles, or cultural movement practices**.

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

8. Enduring Understanding: Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

8. Essential Question: How is dance interpreted?

a. Analyze and interpret how the components of dance contribute to **artistic expression** across different **genres, styles, or cultural movement practices**. Provide evidence of your findings. Use **genre-specific dance terminology**.

a. I am learning to use **genre-specific dance terminology** to analyze and interpret how the components of dance contribute to **artistic expression** across different **genres, styles, or cultural movement practices** and provide evidence of my findings.

9. Anchor Standard: Apply criteria to artistic work.

9. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

9. Essential Question: What criteria are used to evaluate dance?

a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression . Discuss perspectives with peers and justify views.	a1. I am learning to define personal artistic preferences to critique dance. a2. I am learning to consider societal and personal values, and a range of artistic expression . a3. I am learning to discuss perspectives with peers and justify views.
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Connecting- Relating artistic ideas and work with personal meaning and external context.

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


10. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

10. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?


Standard	Student Friendly Language
a. Review choreography developed over time with respect to its content and context, and its relationship to your personal perspectives. Reflect upon and analyze the components that contributed to changes in your personal growth.	a1. I am learning to review choreography developed over time with respect to its content and context, and its relationship to my personal perspectives. a2. I am learning to reflect upon and analyze the components that contributed to changes in your personal growth.
b. Collaborate to research and compare multiple aspects of the cross-cultural, social, or historical development, and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project and document the process of investigation and application.	b1. I am learning to collaborate with others to research and compare multiple aspects of the cross-cultural, social, or historical development, and/or dance elements of two or more dance genres or styles. b2. I am learning to compare and incorporate contrasting viewpoints and identify the tensions between them. b3. I am learning to apply the findings to a collaborative project and document the process of investigation and application.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 11. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy ?	
a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to your culture (e.g., dance observation, writing, and critique; understanding history and culture; implementing processes of evaluation; recognizing meaning and values of dance experiences; engaging in dialogue; contributing knowledge; utilizing technology and symbol systems in your learning).	a. I am learning to integrate developed dance literacy skills to contribute in meaningful and positive ways to my culture.




Arts Education Standards Instructional Resources – Dance

 <p>DANCE</p>	<h3>Exploring Personal & General Space</h3> <h4>Grades K-2</h4> <p><i>Students will demonstrate moving in General and Personal Space.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> I am learning to share general space and maintain personal space. I am learning to try out many locomotor and non-locomotor movements (bend, jump, turn, twist etc), by playing with changes in body, effort (energy), shape and space. I am learning to move safely through general space using locomotor movements.
Arts Standard(s):	<p>Artistic Process: Creating Anchor Standard 1: Generate and conceptualize artistic work.</p> <ul style="list-style-type: none"> (DA.CR.1.1a.)- Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space. (DA.CR.1.1b.)- Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space. <p>Artistic Process: Performing Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <ul style="list-style-type: none"> (DA.PR.5.1b.)- Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.
Essential Question(s):	<p><i>Where do choreographers get ideas for dances?</i> <i>What must a dancer do to prepare the mind and body for artistic expression?</i></p>
Vocabulary:	<p>NCCAS: General Space: <i>spatial orientation that is not focused toward one area of the studio or stage.</i> Personal space: <i>the area of space directly surrounding one's body extending as far as a person can reach; also called kinesphere.</i> Locomotor movements: <i>movement that travels from one location to another or in a pathway through space.</i> Non-locomotor movements (Axial): <i>movement that remains in place.</i></p>
movement Lesson Procedure: <i>(Approx. Duration)- 30-40 minutes</i>	<ol style="list-style-type: none"> Warmup: Can be done sitting or standing. Each student draws an imaginary bubble around them for their personal space. Lead the students in performing non-locomotor movements in place: wiggle, twist, turn, pat parts of body, bend in and stretch out etc. Students start in the middle of the room and on cue, students walk (locomotor) to a corner, shake at the corner (non-locomotor in personal space), skip (locomotor) to a side wall, twist at the side wall (non-locomotor), slide (locomotor) to a different corner, etc. Once students understand the process, ask students for their ideas for moving.

	<ol style="list-style-type: none"> 3. Obstacle Course: Have 4 or 5 props to make the obstacle course-hoops, spots, cones, ropes, tunnel etc. Choose the locomotor/non-locomotor movements you want students to use as they travel to each prop, and also as they move in their personal space. Ex: Skip to the first item, jump in place before moving to the next item. 4. Create: Have students choose a beginning non-locomotor movement to perform in personal space, a locomotor movement to demonstrate as they move in general space, and an ending non-locomotor movement to perform in personal space. Start on their spot and on cue, perform their non-locomotor movement for 8 counts, travel for 8 counts performing their locomotor movement, perform their last non-locomotor movement for 8 counts. Can add an ending shape. Can put spots on the floor for students to go back to their personal space. 5. Cool-down: In their personal space bubble, take deep breaths, shake it out. Ask which they like better, moving in personal or general space. 6. <i>Note: Throughout, use the appropriate dance vocabulary</i>
Assessments:	<p>Checking for understanding: Demonstrating use of personal and general space.</p> <p>End of Lesson: Ask students what they preferred, moving in general or personal space?</p> <p>Unit assessment (if applicable):</p>
Related Standards/ Competencies:	<i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i>
Resources:	Music or percussion of your choice. Obstacle items.

	<h2 style="text-align: center;">Dance Literacy-Main Idea and Personal Response.</h2> <h3 style="text-align: center;">Grades 3-5</h3> <p style="text-align: center;"><i>This lesson will help students identify and communicate the main idea and communicate their personal response.</i></p>
Lesson Objective(s):	<p>Student Friendly Standard Learning Statement(s):</p> <ul style="list-style-type: none"> • I am learning to explain how the movements in a dance communicate the main idea. • I am learning to relate the movements, ideas and context to interpret (clarify) the movement's meaning using basic dance terminology. • I am learning to examine and compare dance elements that bring out a specific personal response. • I am learning to investigate the dance literacy skills of dance observation and writing.
Arts Standard(s):	<p>Artistic Process: Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> ○ (DA.RE.8.4a.) - Explain how the movements in a dance communicate the main idea (e.g., verbally, in writing, visually). Relate movements, ideas, and context to interpret their meaning using basic dance terminology. <p>Artistic Process: Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <ul style="list-style-type: none"> ○ (DA.CN.10.4a.) - Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences. <p>Artistic Process: Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> ○ (DA.CN.11.4a) – Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in your learning.
Essential Question(s):	<p><i>How is dance interpreted?</i></p> <p><i>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</i></p> <p><i>How does knowing about societal, cultural, historical and community experiences expand dance literacy?</i></p>
Vocabulary:	<p>NCCAS:</p> <p>Dance elements: the key components of movement; movement of the body using space, time, energy.</p> <p>Dance Terminology: vocabulary used to describe dance and dance experiences.</p>

	Dance Literacy: <i>the total experience of dance learning that includes the doing and knowing about dance.</i>									
Lesson Procedure: <i>(Approx. Duration)-2 or 3 classes.</i>	<p>In previous classes, students in small groups created a story and discussed main idea and having a beginning, middle and end. In this class, students are going to create a short dance based on their story. You can also choose a story being studied in class. While this class does address Creating and Performing, the focus will be on Connecting and Responding.</p> <ol style="list-style-type: none">1. Warmup: Whole group: Give each student a turn to lead the other students in a movement.2. Explore responding and mirroring movements. Students find a partner. Each partner leads movements while their partner mirrors them. Switch leaders.3. Practice skills: In small groups, students will discuss movement ideas from their story. Practice those movements.4. Creating: In their small group, students create their dance based on their story. Each dance must attempt to communicate the main idea of the story and have a beginning, middle and end.5. Each group performs their dance for the other students.6. Reflection and Cool-down: Using dance terminology, students discuss the movements’ meaning and how that communicates the main idea, and their personal response. Students write down one or two words to describe each dance observed and then complete a short Checklist. <p style="text-align: center;">Main Idea Dance Checklist</p> <table><tr><th>Criteria</th><th>Yes</th><th>No</th></tr><tr><td>I can identify a Main Idea</td><td></td><td></td></tr><tr><td>I see a Beginning, Middle and End to the dance.</td><td></td><td></td></tr></table>	Criteria	Yes	No	I can identify a Main Idea			I see a Beginning, Middle and End to the dance.		
Criteria	Yes	No								
I can identify a Main Idea										
I see a Beginning, Middle and End to the dance.										
Assessments:	<p>Checking for understanding: Students are able to observe and write about each dance. Students demonstrate the ability to identify and communicate the movements’ meaning and the main idea in observed dance and to share their personal response. Students will be able to write one or two words to describe the observed dances and complete a short checklist about each dance-included above.</p> <p>End of Lesson: Reflection and Cool-down listed above.</p>									
Related Standards/ Competencies:	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>									
Resources:	<ul style="list-style-type: none">• Music of your choice.• Paper or cards for students to write their words about each dance.• Copies of the checklist.									

	<h2 style="text-align: center;">Locomotor Map</h2> <h3 style="text-align: center;">Grades 6-8</h3> <p style="text-align: center;"><i>In this lesson students will be creating (drawing) a paper locomotor map and then using that map to create (choreograph), memorize and perform a short movement sequence.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning statement(s): <ul style="list-style-type: none"> • I am learning to use improvisation as a creative process to explore movement components and concepts. • I am learning to create choreography by solving movement problems. • I am learning to navigate space through different pathways, levels, and patterns as a part of an ensemble. • I am learning to keep focus with my partner or group in near and far space. • I am learning to change my inward focus to outward focus and extend it out to far space. • I am learning to apply dance skills to demonstrate direction changes, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.
Arts Standard(s):	<p>Artistic Process - Creating Anchor Standard #1 – Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> ○ (DA.CR.1.6a) - Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches. ○ (DA.CR.1.6b) - Construct and solve movement problems to develop choreographic content. <p>Artistic Process - Performing Anchor Standard #4 – Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> ○ (DA.PR.4.6a) - Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space. <p>Anchor Standard #5 – Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ○ (DA.PR.5.6a.) - Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.
Essential Question(s):	<ul style="list-style-type: none"> • <i>Where do choreographers get ideas for dances?</i> • <i>How do dancers work with space, time and energy to communicate artistic expression?</i> • <i>What must a dancer do to prepare the mind and body for artistic expression?</i>
Vocabulary:	<p><u>NCCAS:</u> Locomotor- Physical action allowing you to move through space from one place to another. Pathway- Trail or route</p>
Lesson Procedure: <i>(Approx. Duration: 2-3 class periods)</i>	<ol style="list-style-type: none"> 1. On a piece of paper draw 5 points and label them "A", "B", "C", "D", & "E" 2. Referring to the locomotor map resource notice the four types of lines: straight, wavy, squiggly, and zig zagged. Using at least one of each of the following types of lines, draw

- 1 line to connect point A to point B, 1 line to connect point B to point C, 1 line to connect point C to point D, and 1 line to connect point D to point E.
3. Label each point with the following information
 - a. A non-**locomotor** movement
 - b. A size (i.e. small, medium, large)
 - c. A level (i.e. low, medium, high, extra high)
 4. Label each line with the following information
 - a. A **locomotor** movement
 - b. A body shape (i.e. straight, bent, curved)
 5. Use the map to create a movement sequence that follows the labeled information and **pathways** in the actual dance space. You will need to figure out how to do each of the things you have labeled with your body and how they transition into each other. You should start and end your movement sequence with a beginning and ending shape of your choice at point A and point E respectively.
 6. Memorize and practice the sequence you have created
 7. Perform the sequence (while others are performing) for your peers and instructor.
- **Teacher note: you can divide students into 2-4 groups and each group can perform for the other group/s***

Assessments:**Rubric**

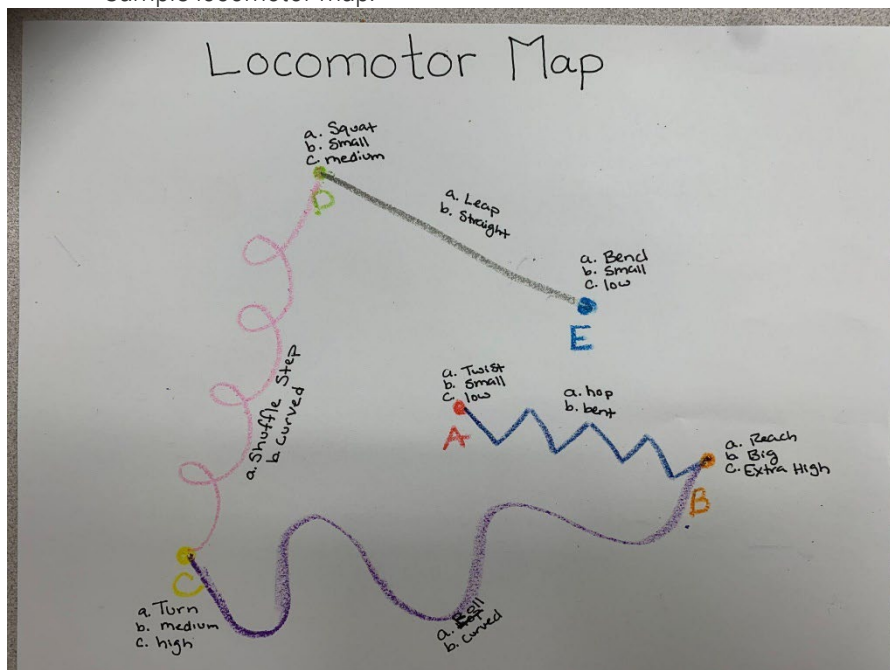
	0= No Evidence	1= Emerging Proficiency	2= Approaching Proficiency	3= Proficient	4= Highly Proficient
DA.CR.1.6a Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	Did not perform a movement sequence.	Movement sequence performed explored some relationships of movement components.	Movement sequence performed explored relationships of movement components.	Movement sequence performed explored a variety of relationships of movement components.	Movement sequence performed clearly and explored a variety of relationships of movement components.
DA.CR.1.6b Construct and solve movement problems to develop choreographic content.	Did not perform a movement sequence.	Movement sequence solved some movement problems to develop choreographic content.	Movement sequence solved movement problems to develop choreographic content.	Movement sequence solved movement problems to effectively develop choreographic content.	Movement sequence solved movement problems to effectively develop clear choreographic content.


	DA.PR.4.6a Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.	Did not perform a movement sequence.	Movement sequence performed includes some variety of movement.	Movement sequence performed includes diverse pathways, levels, and patterns in space.	Movement sequence performed includes a variety of diverse pathways, levels, and patterns in space.	Movement sequence performed clearly and includes a variety of diverse pathways, levels, and patterns in space.
	DA.PR.5.6a. Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.	Did not perform a movement sequence.	Movement sequence performed includes some technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Movement sequence performed includes technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Movement sequence performed includes a variety of technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Movement sequence performed clearly and includes a variety of technical dance skills to execute changes of direction, weight shifts, and movement transitions.


Related Standards/ Competencies:

Resources:

- Sample locomotor map:



 <p>DANCE</p>	<h2 style="text-align: center;">Dance Culture Research Project</h2> <h3 style="text-align: center;">9-12 Advanced</h3> <p style="text-align: center;"><i>This lesson plan should help students make connections to a variety of dance genres and understand the cultural context of these dances.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning statement(s): <ul style="list-style-type: none"> • I am learning to research an aspect of the cultural, social, or historical development of a dance genre or style and/or the dance elements. • I am learning to discuss how these findings reinforced or changed personal and collective views and understandings. • I am learning to apply the findings to a project. • I am learning to document the process of investigation and application.
Arts Standard(s):	<p>Artistic Process - Performing Anchor Standard #5 – Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ○ (DA.PR.5.HS3c) - Perform complex movement sequences and choreography integrating somatic practices and movement principles. <p>Artistic Process - Responding Anchor Standard #7 – Perceive and analyze artistic work</p> <ul style="list-style-type: none"> ○ (DA.RE.7.HS3b) - Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology. <p>Anchor Standard #8 – Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> ○ DA.RE.8.HS3a Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology. <p>Artistic Process - Connecting Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> ○ (DA.CN.10.HS1b) - Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation. <p>Anchor Standard #11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen their understanding.</p> <ul style="list-style-type: none"> ○ (DA.CN.11.HS3a) - Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.
Essential Question(s):	<p><i>What must a dancer do to prepare the mind and body for artistic expression?</i></p> <p><i>How is a dance understood?</i></p> <p><i>How is dance interpreted?</i></p> <p><i>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</i></p>

	How does knowing about societal, cultural, historical and community experiences expand dance literacy?
Vocabulary:	Culture: all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation
Lesson Procedure: (Approx. Duration: 2-3 Weeks)	<div>Student Project Playlist (each step must be completed in order)</div> <div>Step 1: Decide how you will work. Once you have decided, please let your instructor know which option you have selected. If you have selected option 2, please tell your instructor who you will be working with. Once you have decided you may NOT change your selection, unless there are unforeseen circumstances.</div> <div><div></div><div><div><div>Option 1: Work Individually- This is a great option if you are motivated and work well by yourself. You are responsible for all the work, but you get to make all of your own choices.</div><div>Option 2: Work with a Partner- This is a great option if you work well with others and you have someone you can trust to work with. You both must be making equal contributions to the work. Please choose people you work well with. If you would like to work with others, but are not sure who, please reach out to me and I can help you find a partner or group.</div></div></div><div>Step 2: Once you have decided how you will work, choose your topic (one topic per partnership if you are working in partners.) To select your topic please choose one from the list below or get approval from your instructor for another topic of your choice. You CANNOT choose the same topic as another individual/partnership. Final topic assignments will be decided on a first come, first served basis. For your topic selection to be considered please email your 1st, 2nd, and 3rd choice of topic request to your instructor If you do not email, your topic request will be moved to the end of the line!</div><div><div>Some Topics to Consider:</div><div><div><div>Country Line Dancing Popping & Locking Ballet Modern Contemporary African Jazz Latin Jazz Musical Theatre Jazz Lyrical Krump Irish Step Dancing Disco Swing Adumu "Aigus" (Kenya & Tanzania) Zaouli Mask Dance (Ivory Coast)</div><div>Irish Jig Tinikling Capoeira Hopak Argentine Tango Japanese Kabuki Wacking Flamenco Vogue House Dance Paso Doble Jive Chinese Dragon Dance Belly Dancing</div><div>Merengue Cha Cha Samba Bachata Sufi Whirling Kpanlogo (Ghana) Cumbia Electric Boogaloo Tutting Hip Hop Break Dancing Bollywood Bhangra Haka</div></div></div><div>Step 3: Research your topic using the "Guiding Questions" Document. You will not be required to turn in this document, but you must be able to answer all questions before moving on to step 4.</div></div></div>

There are some resources below for accessing more reliable sources available from our Library. Please remember to make sure you are keeping track of your Bibliography as you do your research.



Resources:

[Formatting Works Cited in a Google Doc](#)

[Video for how to Format Works Cited in a Google Doc](#)

Follow this link to access the → ["Research Questions Document"](#)

If you are working with partners: Please **share** the SAME document with everyone in the group so that you can all work from the same document and use this as a place to collaborate.

Step 4: You will need to create a **visual representation** of the information you researched that you will present to the whole class. You can choose the format of your visual presentation. It could be a slideshow prezzi, canva, video, etc. Your presentation must include information about each of the questions on the question document and at least 2 video examples. It should be well organized, visually appealing, and grammatically correct. Be sure to include a works cited slide.



Google Slides



Prezi

Step 5: For this step, you can choose one of two options. Which option you choose will depend on your dance topic and your comfort level with choreography. The choice is entirely up to you. You will perform your dance live during your presentation. If you are working with a partner, you must both perform.



Option 1: Choreograph a 30 second- 1 minute dance in the style of the dance you studied. Your choreography should contain key elements of the style and movements of the dance you studied. Your song choice should be school appropriate and also fit the style of the dance you studied.

Option 2: Learn 30 seconds- 1 minute of the dance that you studied. This could be the exact choreography if the dance is the same every time OR it could be one version of the choreography from a video or tutorial you found. Be sure to include works cited information for any videos you referenced to learn the dance.

Step 6: Your final presentation will be presented during our scheduled class time.



Here are some guidelines for our Live Presentations:

- We will begin with volunteers, then randomly select after.
- Each presentation should be approximately 7-10 min. This is not about making it an exact length of time, but should cover all the information required.
- Presentations should include a visual component from step 4 including videos, a verbal explanation of information, and a dance component from step 5.
- These are not meant to be overly formal presentations, you are just sharing what you have learned with the rest of your classmates. Don't feel pressured to have a perfectly crafted/scripted presentation. Just talk about what you found out. If you miss anything, I will help you out.
- When you are not presenting, please be respectful audience members and engage with others' presentations.

Assessments:

Checking for understanding: Throughout the project, check in with students and check progress. It may be helpful to provide students with a timeline for approximately when they should be finished with each step along the way to their final due date.

End of Lesson: Plan around 10 min. for each student/partnership to present in class to the rest of their classmates. Be prepared to project/show their visual presentation and have a performance space for them to perform their dance. You may use the following rubric to grade student's final presentations. Help facilitate questions, discussion, and conversation throughout and at the end of all presentations.

Unit assessment (if applicable):

Rubric

Criteria	Standard/s	No Evidence (0 points)	Emerging Proficiency (1 point)	Approaching Proficiency (2 points)	Proficient (3 points)	Highly Proficient (4 points)	Total
Performance	DA.PR.5.HS3c Perform complex movement sequences and choreography integrating somatic practices and movement principles.	Did not perform dance	Short section of dance is performed.	Some of dance is performed.	At least 30 seconds of dance is performed.	30 sec- 1 min. Of dance is performed well and respectfully	__X2=____/8 points
Visual &	DA.RE.7.HS3b Provide	Did not	Visual &	Visual &	Visual &	Visual &	__X3=____

	Verbal Presentation	evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology. DA.RE.8.HS3a Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology. DA.CN.10.HS1b Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.	present information	verbal presentation includes some information about the dance.	verbal presentation includes details and information that address some of the components of the guiding questions document.	verbal presentation includes details and information that address almost all components of the guiding questions document.	verbal presentation includes details and information that fully address all components of the guiding questions document.	/12 points
	Works Cited	DA.CN.11.HS3a Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.	Did not create works cited.	Includes sources used.	Somewhat complete and correct MLA 8 formatted works cited.	Mostly complete and correct MLA 8 formatted works cited.	Complete and correct MLA 8 formatted works cited.	__X1=__ /4 points
	Comments/Notes:						Total ____/ 24 points	

Related Standards/Competencies:

- **SEL Competencies: Social Awareness**
 - Core Competencies: Perspective taking, Empathy, Respect for diversity, Understanding social/ethical norms , Recognizing family, school and community supports
- **9-10th Grade ELA Standards**
 - 9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
 - 9-10.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
 - 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

- 9-10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11-12th Grade ELA Standards
 - 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 11-12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies
 - 11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.
 - 11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.
 - 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
 - 11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- High School History & Social Science Standards
 - HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
 - HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.
 - HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
 - HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.

	<ul style="list-style-type: none">○ HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.○ HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.○ HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.○ HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.● High School Foreign Language Competencies<ul style="list-style-type: none">○ Cultural.Culture.Novie. Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, traditions).
Resources:	<ul style="list-style-type: none">● "Research Questions Document"● Formatting Works Cited in a Google Doc● Video for how to Format Works Cited in a Google Doc