



Arizona Arts Standards

Dance 3-5

2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Creating (Cr) Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. Choreographers use a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression. 2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	<ol style="list-style-type: none"> 1. Where do choreographers get ideas for dances? 2. What influences choice-making in creating choreography? 3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
<p>Performing (Pr) Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. Space, time, and energy are basic elements of dance. 5. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 6. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ol style="list-style-type: none"> 4. How do dancers work with space, time, and energy to communicate artistic expression? 5. What must a dancer do to prepare the mind and body for artistic expression? 6. How does a dancer heighten artistry in public performance?
<p>Responding (Re) Understanding and evaluating how the arts convey meaning.</p>	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to artistic work. 	<ol style="list-style-type: none"> 7. Dance is perceived and analyzed to comprehend its meaning. 8. 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. 9. Criteria for evaluating dance vary across genres, styles, and cultures. 	<ol style="list-style-type: none"> 7. How is a dance understood? 8. How is dance interpreted? 9. What criteria are used to evaluate dance?
<p>Connecting (Cn) Relating artistic ideas and work with personal meaning and external context.</p>	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<ol style="list-style-type: none"> 10. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. 11. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 	<ol style="list-style-type: none"> 10. How does dance deepen our understanding of ourselves, other knowledge, and events around us? 11. How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Dance – Grade 3

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	DA.3.Cr1.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.
	DA.3.Cr1.b	Explore a given movement problem by combining a variety of movements and manipulating the elements of dance .
	DA.3.Cr1.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).
Cr2 Organize and develop artistic ideas and work	DA.3.Cr2.a	Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).
	DA.3.Cr2.b	Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
Cr3 Refine and complete artistic work	DA.3.Cr3.a	Revise movement choices in response to feedback from others to improve a short dance study . Describe the differences the changes made in the dance.
	DA.3.Cr3.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).
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	DA.3.Pr4.a	Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space . Move through general space with an awareness of the other dancers. Establish relationships with other dancers through focus.
	DA.3.Pr4.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.
	DA.3.Pr4.c	Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.
Pr5 Develop and refine artistic techniques and work for presentation	DA.3.Pr5.a	Demonstrate fundamental dance skills (for example, alignment , coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
	DA.3.Pr5.b	Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.
	DA.3.Pr5.c	Coordinate sequences and timing with other dancers and refine spatial relationships that reflect an awareness of self, others, and the environment.
Pr6 Convey meaning through the presentation of artistic work	DA.3.Pr6.a	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space .
	DA.3.Pr6.b	Identify, explore , and select a variety of production elements (costumes, props, music, scenery, lighting or media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space .
Responding (Re)		
Re7 Perceive and analyze artistic work	DA.3.Re7.a	Identify a movement pattern that creates a dance sequence in a dance work .
	DA.3.Re7.b	Demonstrate, explain and describe, using basic dance terminology , the qualities and characteristics of style used in a dance from an established dance genre or one's own cultural movement practice .
Re8 Interpret intent and meaning in artistic work	DA.3.Re8.a	Explain (ex: verbally, in writing, visually) how the movements in a dance communicate the main idea. Relate movements, ideas, and context to interpret their meaning using basic dance terminology .
Re9 Apply criteria to evaluate artistic work	DA.3.Re9.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.

Connecting (Cn)

Cn10 Synthesize and relate knowledge and personal experiences to make art	DA.3.Cn10.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.
	DA.3.Cn10.b	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.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.3.Cn11.a	Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.

Dance – Grade 4

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	DA.4.Cr1.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.
	DA.4.Cr1.b	Explore a given movement problem by combining a variety of movements and manipulating the elements of dance .
	DA.4.Cr1.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).
Cr2 Organize and develop artistic ideas and work	DA.4.Cr2.a	Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).
	DA.4.Cr2.b	Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
Cr3 Refine and complete artistic work	DA.4.Cr3.a	Revise movement choices in response to feedback from others to improve a short dance study . Describe the differences the changes made in the dance.
	DA.4.Cr3.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).
Performing (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	DA.4.Pr4.a	Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space . Move through general space with an awareness of the other dancers. Establish relationships with other dancers through focus.
	DA.4.Pr4.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.
	DA.4.Pr4.c	Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.
Pr5 Develop and refine artistic techniques and work for presentation	DA.4.Pr5.a	Demonstrate fundamental dance skills (for example, alignment , coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
	DA.4.Pr5.b	Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.
	DA.4.Pr5.c	Coordinate sequences and timing with other dancers and refine spatial relationships that reflect an awareness of self, others, and the environment.
Pr6 Convey meaning through the presentation of artistic work	DA.4.Pr6.a	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space .
	DA.4.Pr6.b	Identify, explore , and select a variety of production elements (costumes, props, music, scenery, lighting or media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space .
Responding (Re)		
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Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.4.Cn11.a	Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.

Dance – Grade 5

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Cr1 Generate and conceptualize artistic ideas	DA.5.Cr1.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.
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	DA.5.Cr1.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).
Cr2 Organize and develop artistic ideas and work	DA.5.Cr2.a	Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).
	DA.5.Cr2.b	Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
Cr3 Refine and complete artistic work	DA.5.Cr3.a	Revise movement choices in response to feedback from others to improve a short dance study . Describe the differences the changes made in the dance.
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	DA.5.Pr4.c	Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.
Pr5 Develop and refine artistic techniques and work for presentation	DA.5.Pr5.a	Demonstrate fundamental dance skills (for example, alignment , coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
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