



# Arizona Arts Standards

# Dance K-2

## 2015

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

## Dance – Kindergarten

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	DA.K.Cr1.a	Move in a variety of special relationships and formations with other dancers, sharing and maintaining <b>personal</b> and <b>general space</b> .
	DA.K.Cr1.b	<b>Explore</b> a variety of <b>locomotor</b> and <b>non-locomotor movements</b> by experimenting with changes in <b>body, effort, shape, and space</b> .
	DA.K.Cr1.c	Respond in movement to a variety of <b>stimuli</b> (e.g., music/sound, tactile, text, objects).
<b>Cr2</b> Organize and develop artistic ideas and work	DA.K.Cr2.a	<b>Explore</b> dance elements of <b>body, effort, shape, and space</b> . Organize movement choices to create a simple <b>choreographic structure</b> as part of the creative process.
	DA.K.Cr2.b	Connect movements that express an idea or emotion to create a short movement sequence.
<b>Cr3</b> Refine and complete artistic work	DA.K.Cr3.a	<b>Explore</b> new movement choices through guided improvisational experiences and reflect on the process with others.
	DA.K.Cr3.b	Record the movements of dance by drawing a picture or using a symbol (e.g., <b>jump, turn, slide, bend, reach</b> ).
Performing (Pr)		
<b>Pr4</b> Select, analyze, and interpret artistic work for performance	DA.K.Pr4.a	Identify and demonstrate directions for moving the body using <b>locomotor</b> movements in <b>personal</b> and <b>general space</b> (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 <b>pathways</b> .
	DA.K.Pr4.b	Identify fast, moderate, and slow movements. Recognize steady beat and move to varying <b>tempi</b> of steady beat. Identify and move the downbeat of duple and triple meter.
	DA.K.Pr4.c	Demonstrate <b>movement qualities</b> along with <b>movement vocabulary</b> (e.g., use adverbs and adjectives that apply to movements such as 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).
<b>Pr5</b> Develop and refine artistic techniques and work for presentation	DA.K.Pr5.a	Demonstrate a range of <b>locomotor</b> and <b>non-locomotor movements, body patterning</b> , body shapes, directionality, and dance sequences that require moving through <b>space</b> .
	DA.K.Pr5.b	Move safely through <b>general space</b> when performing <b>locomotor movements</b> and stop on cue while maintaining <b>personal space</b> .
	DA.K.Pr5.c	Repeat movements with an awareness of self and others in <b>space</b> .
<b>Pr6</b> Convey meaning through the presentation of artistic work	DA.K.Pr6.a	Dance for and with others in a <b>space</b> where audience and performers occupy different areas.
	DA.K.Pr6.b	Select a prop to use as a part of a dance or <b>explore</b> the use of simple props to enhance performance. Demonstrate the use of limited <b>production elements</b> (e.g., hand props, simple scenery, or media projections).
Responding (Re)		
<b>Re7</b> Perceive and analyze artistic work	DA.K.Re7.a	Find movements that develop a pattern.
	DA.K.Re7.b	Identify, describe, or respond through movement to observed or performed dance movements from different <b>genres</b> or cultures.
<b>Re8</b> Interpret intent and meaning in artistic work	DA.K.Re8.a	Identify movements that capture an idea and explain the meaning or intent using simple <b>dance terminology</b> .
<b>Re9</b> Apply criteria to evaluate artistic work	DA.K.Re9.a	Utilize two <b>criteria</b> 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.
Connecting (Cn)		
<b>Cn10</b> Synthesize and relate knowledge and personal experiences to make art	DA.K.Cn10.a	Recognize a personal or emotional response to a <b>dance work</b> . Identify a social or cultural response. Discuss how specific movements contributed to your response and relate to your personal experience.
	DA.K.Cn10.b	Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.
<b>Cn11</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.K.Cn11.a	Investigate the <b>dance literacy</b> skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.

## Dance – Grade 1

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	DA.1.Cr1.a	Move in a variety of special relationships and formations with other dancers, sharing and maintaining <b>personal</b> and <b>general space</b> .
	DA.1.Cr1.b	<b>Explore</b> a variety of <b>locomotor</b> and <b>non-locomotor movements</b> by experimenting with changes in <b>body, effort, shape, and space</b> .
	DA.1.Cr1.c	Respond in movement to a variety of <b>stimuli</b> (e.g., music/sound, tactile, text, objects).
<b>Cr2</b> Organize and develop artistic ideas and work	DA.1.Cr2.a	<b>Explore</b> dance elements of <b>body, effort, shape, and space</b> . Organize movement choices to create a simple <b>choreographic structure</b> as part of the creative process.
	DA.1.Cr2.b	Connect movements that express an idea or emotion to create a short movement sequence.
<b>Cr3</b> Refine and complete artistic work	DA.1.Cr3.a	<b>Explore</b> new movement choices through guided improvisational experiences and reflect on the process with others.
	DA.1.Cr3.b	Record the movements of dance by drawing a picture or using a symbol (e.g., <b>jump, turn, slide, bend, reach</b> ).
Performing (Pr)		
<b>Pr4</b> Select, analyze, and interpret artistic work for performance	DA.1.Pr4.a	Identify and demonstrate directions for moving the body using <b>locomotor</b> movements in <b>personal</b> and <b>general space</b> (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 <b>pathways</b> .
	DA.1.Pr4.b	Identify fast, moderate, and slow movements. Recognize steady beat and move to varying <b>tempi</b> of steady beat. Identify and move the downbeat of duple and triple meter.
	DA.1.Pr4.c	Demonstrate <b>movement qualities</b> along with <b>movement vocabulary</b> (e.g., use adverbs and adjectives that apply to movements such as 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).
<b>Pr5</b> Develop and refine artistic techniques and work for presentation	DA.1.Pr5.a	Demonstrate a range of <b>locomotor</b> and <b>non-locomotor movements, body patterning</b> , body shapes, directionality, and dance sequences that require moving through <b>space</b> .
	DA.1.Pr5.b	Move safely through <b>general space</b> when performing <b>locomotor movements</b> and stop on cue while maintaining <b>personal space</b> .
	DA.1.Pr5.c	Repeat movements with an awareness of self and others in <b>space</b> .
<b>Pr6</b> Convey meaning through the presentation of artistic work	DA.1.Pr6.a	Dance for and with others in a <b>space</b> where audience and performers occupy different areas.
	DA.1.Pr6.b	Select a prop to use as a part of a dance or <b>explore</b> the use of simple props to enhance performance. Demonstrate the use of limited <b>production elements</b> (e.g., hand props, simple scenery, or media projections).
Responding (Re)		
<b>Re7</b> Perceive and analyze artistic work	DA.1.Re7.a	Find movements that develop a pattern.
	DA.1.Re7.b	Identify, describe, or respond through movement to observed or performed dance movements from different <b>genres</b> or cultures.
<b>Re8</b> Interpret intent and meaning in artistic work	DA.1.Re8.a	Identify movements that capture an idea and explain the meaning or intent using simple <b>dance terminology</b> .
<b>Re9</b> Apply criteria to evaluate artistic work	DA.1.Re9.a	Utilize two <b>criteria</b> 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.
Connecting (Cn)		
<b>Cn10</b> Synthesize and relate knowledge and personal experiences to make art	DA.1.Cn10.a	Recognize a personal or emotional response to a <b>dance work</b> . Identify a social or cultural response. Discuss how specific movements contributed to your response and relate to your personal experience.
	DA.1.Cn10.b	Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.
<b>Cn11</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.1.Cn11.a	Investigate the <b>dance literacy</b> skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.

## Dance – Grade 2

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	DA.2.Cr1.a	Move in a variety of special relationships and formations with other dancers, sharing and maintaining <b>personal</b> and <b>general space</b> .
	DA.2.Cr1.b	<b>Explore</b> a variety of <b>locomotor</b> and <b>non-locomotor movements</b> by experimenting with changes in <b>body</b> , <b>effort</b> , <b>shape</b> , and <b>space</b> .
	DA.2.Cr1.c	Respond in movement to a variety of <b>stimuli</b> (e.g., music/sound, tactile, text, objects).
<b>Cr2</b> Organize and develop artistic ideas and work	DA.2.Cr2.a	<b>Explore</b> dance elements of <b>body</b> , <b>effort</b> , <b>shape</b> , and <b>space</b> . Organize movement choices to create a simple <b>choreographic structure</b> as part of the creative process.
	DA.2.Cr2.b	Connect movements that express an idea or emotion to create a short movement sequence.
<b>Cr3</b> Refine and complete artistic work	DA.2.Cr3.a	<b>Explore</b> new movement choices through guided improvisational experiences and reflect on the process with others.
	DA.2.Cr3.b	Record the movements of dance by drawing a picture or using a symbol (e.g., <b>jump</b> , <b>turn</b> , <b>slide</b> , <b>bend</b> , <b>reach</b> ).
Performing (Pr)		
<b>Pr4</b> Select, analyze, and interpret artistic work for performance	DA.2.Pr4.a	Identify and demonstrate directions for moving the body using <b>locomotor</b> movements in <b>personal</b> and <b>general space</b> (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 <b>pathways</b> .
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	DA.2.Cn10.b	Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.
<b>Cn11</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.2.Cn11.a	Investigate the <b>dance literacy</b> skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.



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