

Arizona Arts Standards



Dance K-2

Student-Friendly-Language
Learning Intentions

2022

Creating - Conceiving and developing new artistic ideas and work.	
<p>Anchor Standard: DA.K-2.Cr1 Generate and conceptualize artistic work.</p> <p>1 Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>	
Standard	Student Friendly Language
<p>DA.K-2.Cr1.a Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space.</p>	<p>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.).</p> <p>a2. I am learning to share general space and maintain personal space.</p>
<p>DA.K-2.Cr1.b Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.</p>	<p>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.</p>
<p>DA.K-2.Cr1.c Respond in movement to a variety of stimuli (e.g., music and sound, images, symbols, tactile, text, objects).</p>	<p>c. I am learning to move to different stimuli (e.g., music and sound, images, symbols, touch/tactile, text (written, spoken), objects).</p>
<p>Anchor Standard: DA.K-2.Cr2 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>Essential Question: What influences choice-making in creating choreography?</p>	
<p>DA.K-2.Cr2.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.</p>	<p>a1. I am learning to try out the dance elements of body, effort, shape and space.</p> <p>a2. I am learning to use the creative process to begin to make dances.</p>
<p>DA.K-2.Cr2.b Connect movements that express an idea or emotion to create a short movement sequence.</p>	<p>b. I am learning to use movements to share an idea or emotion.</p>
<p>Anchor Standard: DA.K-2.Cr3 Refine and complete artistic work.</p> <p>3 Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
<p>DA.K-2.Cr3.a Explore new movement choices through guided improvisational experiences and reflect on the process with others.</p>	<p>a1. I am learning to try out new movement choices using improvisation.</p> <p>a2. I am learning to think about the improvisation process with others.</p>
<p>DA.K-2.Cr3.b Record the movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).</p>	<p>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).</p>

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

4 Anchor Standard: DA.K-2.Pr4 Select, analyze, and interpret artistic work for performance.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?

Standard	Student Friendly Language
<p>DA.K-2.Pr4.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.</p>	<p>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.</p>
<p>DA.K-2.Pr4.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.</p>	<p>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.</p>
<p>DA.K-2.Pr4.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).</p>	<p>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>
<p>5 Anchor Standard: DA.K-2.Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
<p>DA.K-2.Pr5.a Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.</p>	<p>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.</p>
<p>DA.K-2.Pr5.b Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.</p>	<p>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.</p>
<p>DA.K-2.Pr5.c Repeat movements with an awareness of self and others in space.</p>	<p>c. I am learning to repeat movements while being aware of myself and others in space.</p>

<p>Anchor Standard: DA.K-2.Pr6 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>Essential Question: How does a dancer heighten artistry in public performance?</p>	
<p>DA.K-2.Pr6.a Dance for and with others in a space where audience and performers occupy different areas.</p>	<p>a. I am learning to dance for and with others in a space where audience and performers occupy different areas.</p>
<p>DA.K-2.Pr6.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).</p>	<p>b1. I am learning to pick out and use props as part of a dance to improve performance.</p> <p>b2. I am learning to show the use of some production elements (for example, hand props, simple scenery, or media projections).</p>

Responding - Understanding and evaluating how the arts convey meaning.

<p>7 Anchor Standard: DA.K-2.Re7 Perceive and analyze artistic work.</p> <p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p> <p>Essential Question: How is a dance understood?</p>	
Standard	Student Friendly Language
<p>DA.K-2.Re7.a Find movements that develop a pattern.</p>	<p>a. I am learning to find movements in a dance that show a certain pattern.</p>
<p>DA.K-2.Re7.b Identify, describe, or respond through movement to observed or performed dance movements from different genres or cultures.</p>	<p>b1. I am learning to identify movement from dances that I observe that are from different genres or cultures.</p> <p>b2. I am learning to describe movement from dances that I observe that are from different genres or cultures.</p> <p>b3. I am learning to create my own movement from dances that I observe that are from different genres or cultures.</p>
<p>8 Anchor Standard: DA.K-2.Re8 Interpret intent and meaning in artistic work.</p> <p>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.</p> <p>Essential Question: How is dance interpreted?</p>	
<p>DA.K-2.Re8.a Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.</p>	<p>a1. I am learning to identify movements that show an idea.</p> <p>a2. I am learning to explain the meaning of dance movements using simple dance terminology.</p>
<p>9 Anchor Standard: DA.K-2.Re9 Apply criteria to artistic work.</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question: What criteria are used to evaluate dance?</p>	
<p>DA.K-2.Re9.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.</p>	<p>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.</p> <p>a3. I am learning to explain why I think a dance works well.</p>

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

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Anchor Standard: DA.K-2.Cn10 Synthesize and relate knowledge and personal experiences to make art.

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

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

Standard	Student Friendly Language
<p>DA.K-2.Cn10.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.</p>	<p>a1. I am learning to recognize my own feelings and feelings of others about a dance work.</p> <p>a2. I am learning to discuss how certain movements make me feel, and how that relates to my own experiences.</p>
<p>DA.K-2.Cn10.b Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.</p>	<p>b1. I am learning to create movement that shows my own experiences.</p> <p>b2. I am learning to discuss what I see and identify movements that show my own experience.</p>

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Anchor Standard: DA.K-2.Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

<p>DA.K-2.Cn11.a Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.</p>	<p>a1. I am learning to observe and talk about dance.</p> <p>a2. I am learning to use symbols and/or pictures in my learning.</p>
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