

Dance: Grade 1

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

- 1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.
 - a. Explore movement elements and skills inspired by a variety of stimuli (e.g. music/sound, text, objects/props, images, symbols, observed dance through video or live performance) and identify the source. **DA:CR1.1.1.A**
 - b. Explore a variety of locomotor and non-locomotor movements by experimenting with the elements of dance in response to the environment and a range of themes. **DA:CR1.1.1.B**
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2 Organize and develop artistic ideas and work.

- 2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.
 - a. Improvise a dance phrase with a clear beginning, middle, and end. Describe the movement choices made, orally or in drawing. **DA:CR2.1.1.A**
 - b. Choose and arrange movements that follow a musical phrase, express an idea or emotion in response to other people, objects, or the environment. **DA:CR2.1.1.B**
 - c. Identify and explore production elements (e.g. music/sound, props) that support performances. Describe the job of a dancer, choreographer, and composer. **DA:CR2.1.1.C**
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3 Refine and complete artistic work.

- 3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
 - a. Apply self, peer, and teacher suggestions to revise and complete short sequences based on own movement ideas. **DA:CR3.1.1.A**
 - b. Document a short movement sequence (e.g. jump, turn, slide) by drawing a picture, using a symbol, or working with media technology. **DA:CR3.1.1.B**
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Performing

4 Select, analyze, and interpret artistic work for presentation.

4.1 Space, time, and energy are basic elements of dance.

- a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles. [DA:PR4.1.1.A](#)
 - b. Recognize and relate movement to steady beat. Demonstrate ability to adjust movement to slow, moderate, and quick tempi. [DA:PR4.1.1.B](#)
 - c. Demonstrate qualities of movement motivated by descriptive vocabulary, such as adjectives and adverbs (e.g. quiet jump, narrow spin, wavy fall) in response to verbalizations, expressive qualities of music/sound, or other cues. [DA:PR4.1.1.C](#)
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5 Develop and refine artistic techniques and work for presentation.

5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

- a. Demonstrate same side and cross-body locomotor (e.g. gallop, skip) and non-locomotor movements (e.g. swing, twist, stretch), and spatial relationships (e.g., over, under, around, through). Show orientation of direction (e.g. stage right and left, upstage, downstage). [DA:PR5.1.1.A](#)
 - b. Move safely in general space during movement explorations, while changing levels and maintaining personal space. [DA:PR5.1.1.B](#)
 - c. Repeat and recall movements and spatial formations upon request in preparation for formal and informal sharing. [DA:PR5.1.1.C](#)
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6 Convey meaning through the presentation of artistic work.

6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

- a. Dance for and with others while maintaining awareness of performance expectations as a dancer (e.g. silence, focus) in both formal and informal settings. Demonstrate audience member expectations (e.g. attention, applause). [DA:PR6.1.1.A](#)
 - b. Explore moving with simple props to enhance performance. [DA:PR6.1.1.B](#)
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Responding

7 Perceive and analyze artistic work.

7.1 Dance is perceived and analyzed to comprehend its compositional structure.

- a. Identify movements that repeat to make a pattern in a dance. [DA:RE7.1.1.A](#)
- b. Demonstrate and describe observed or performed movements originating from diverse dance genres and cultural movement practices. [DA:RE7.1.1.B](#)

8 Interpret meaning in artistic work.

- 8.1** Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.
- a. Select movements from a dance that suggest ideas and explain how the movements capture the ideas, using simple dance terminology. **DA:RE8.1.1.A**

9 Apply criteria to evaluate artistic work.

- 9.1** Criteria for evaluating dance vary across genres, styles, and cultures.
- a. Identify and demonstrate several movements in a dance work or practice. Explain what characteristics make the movements interesting. **DA:RE9.1.1.A**

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

- 10.1** Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.
- a. Recognize an emotion expressed or portrayed in a dance work or practice that relates to a familiar experience. Identify and analyze the movements that communicate this emotion. **DA:CN10.1.1.A**
 - b. Observe illustrations from a story book. Discuss observations and identify ideas that inspire movement. Perform a dance sequence that portrays the main ideas from the story. **DA:CN10.1.1.B**

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

- 11.1** Societal, cultural, historical, and community contexts both influence and are influenced by dance.
- a. View and perform a dance work or practice from a different culture or context. Discuss the types of movements performed. **DA:CN11.1.1.A**