

KPBSD Dance Curriculum – Present/Perform

Artistic Process	Interpreting and sharing artistic work
Priority Alaska State Arts Standards	
Standard 4: Generate and conceptualize artistic ideas and work Standard 5: Develop and refine artistic work for performance, presentation, and/or production Standard 6: Perform, present, and/or produce artistic work	
Enduring Understandings & Essential Questions	
<p>Enduring Understanding 4: Dancers understand and use elements of dance to express ideas.</p> <ul style="list-style-type: none"> • Essential Question: How do dancers use dance elements to communicate artistic expression? <p>Enduring Understanding 5: Dancers use the mind-body connection to develop the body as an instrument for artistic expression.</p> <ul style="list-style-type: none"> • Essential Question: What must a dancer do to prepare mind and body for artistic expression? <p>Enduring Understanding 6: Dance performance is an interaction among performer, production elements, and audience that heightens and amplifies artistic expression.</p> <ul style="list-style-type: none"> • Essential Question: Where and how do we encounter images and art/design in our world? How do images and art/design influence our views of the world? How do dancers collaborate within an ensemble to engage audiences in performances? 	
Concepts and Skills	
Beginning	Demonstrate a variety of locomotor and non-locomotor movements. Explore steady beat and move to a variety of tempi.
Intermediate	Move with intentionality and through a variety of spatial patterns and relationships. Recognize and respond through movement to varying tempi. Explore the force concept through movement (energy, weight, and flow).
Proficient	Develop partner and ensemble skills by establishing diverse pathways, levels, and patterns in space while maintaining a spatial design and relationship. Move with emphasis on phrasing and accented/un accented beats. Compare and contrast movements and characteristics from a variety of dance genres and styles.
Advanced	Refine solo, partner, and ensemble skills that enable contrasting level changes through lifts or balances while maintaining spatial design and relationship with intentional use of space. Perform dance studies that use time and tempo in unpredictable ways. Perform movement sequences using a broad range of force elements.

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Cross Curricula Connections

- Move to rhythm patterns that equal a specific sum (3 counts plus 5 counts equal eight)
- Move with 2+1 body parts 'stuck' on the floor
- Create geometric shapes with your body or props such as stretchy bands
- Create pathway dance maps including a key and cardinal directions
- Use movement to demonstrate mathematical patterns and structures (fractals, coordinate plane)
- Use movement to explore music vocabulary such as allegro, adagio, suite, quarter note, rest, etc