

K-12

Dance



The Elements of Dance: Dance Concepts

The elements of movement are space, time, and force (energy). The instrument is the body. The body moves in space and in time with force. The dance concepts should be viewed holistically. When participating in dance, all elements of dance are integrated all the time. The separation among concepts here serves as a means to think about, plan, and discuss dance.

<p>SPACE Where movement is performed</p>	<p>Place: self space/ general space (also called personal/ shared) Size: Big/ small, near/ far Level: high/ middle/ low Direction: forward/ backward, right/ left, up/ down, diagonal Pathway: curved/ straight/ zig zag Focus: single focus/ multi focus</p>
<p>TIME When movement is performed</p>	<p>Speed: fast/ slow Rhythm: beat/ pattern/ tempo</p>
<p>FORCE How movement is performed</p>	<p>Energy: sharp (sudden)/ smooth(sustained) Weight: strong/ light Flow: free/ bound</p>
<p>BODY What is being used to perform</p>	<p>Parts: head, neck, arms, wrists, elbows, hands, fingers, pelvis, spine, torso, legs, knees, feet, toes, ankles, heels, shoulders, etc Shapes: curved/ straight/ angular/ twisted/ symmetrical/ asymmetrical Relationships: body parts to body parts, individuals to groups, body parts to objects, individuals to groups and objects, individuals and groups to the room/ space; mirroring, shadowing, meeting/ parting, above/ below/ under/ over, alone/ connected, etc Balance: on/ off balance</p>
<p>FORM How dance is structured</p>	<p>ABA: a= one phrase, b= another Recurring theme: theme in variation (ABACA, ABBC), canon, round Abstract: a geometrical form, not representational Suite: moderate beginning, slow middle, fast end Broken Form: unrelated ideas, often used for humor Chance Dance: movement selected and refined, but randomly structured Choreographic Devices: retrograde (performing sequences backwards as if watching movement in rewind), accumulation(A, AB, ABC, ABCD), repetition (repeating individual movements or movement sequences within a dance)</p>

Developmental Movement Patterns: Dancing with the Brain

The brain develops through specific motor activity and must go through a series of developmental movement stages so the brain can reach its full potential. These movement patterns develop from the time babies are in the womb to age eight. Through all of the following movement patterns, breathing is essential. Students should begin each movement session with deep breathing which will increase oxygen to the brain and body and focus the mind on the movement session.

Core/ Distal	<p>Reach out through the fingers, feet, head and tail, and gather in to the center</p> <p>These movements are baby's first attempts to reach out and explore the world; associated with feelings of connectedness, confidence, and development of interpersonal intelligence.</p>
Head/ Tail	<p>First, gently move the head, then the tail; integrate movements of head and tail by moving them together</p> <p>The head and tail are constantly moving. This pattern strengthens back, shoulders, and neck muscles.</p>
Upper/ Lower	<p>Move the upper half of the body (torso, arms, head); then the lower (pelvis, legs, feet)</p> <p>By 2 ½ to 7 months babies start to ground the lower half and freely move the upper (or vice versa). This pattern promotes physical grounding which leads to emotional grounding.</p>
Body/ Side	<p>Move the right while keeping the left still, then move the left side while keeping the right still</p> <p>The articulation of the body halves allows a baby to move toward or away stimuli. This movement pattern strengthens left and right hemispheres of the brain.</p>
Cross Lateral	<p>Move across the midline such as right hand to left knee and left hand to right knee</p> <p>Movements such as crawling help develop horizontal and vertical eye tracking necessary for reading and writing.</p>
Vestibular	<p>Move off balance with swings and spins</p> <p>The vestibular system influences our relationship to gravity and affects muscle tone, balance, and arousal/ stimulation. Neurological tasks such as focus, temperature regulation, waking/ sleep cycles are developed and organized through movement that stimulates the vestibular system.</p>

References:

Gilbert, A. (2006). *Brain-compatible dance education*. Virginia: National Dance Association.

Hackney, P. (1998). *Making Connections: Total body integration through Bartenieff Fundamentals*. New York: Routledge.

Movement/Dance

Kindergarten

Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY

Demonstrate developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail.

Demonstrate body awareness by naming and using different body parts in movement.

Demonstrate a variety of shapes including curved, straight/ angular, twisted, wide, and narrow.

Learn the difference between movement and stillness.

“Freeze” or “stop” with control.

Perform nonlocomotor/axial movements (e.g., bend, twist, stretch, swing)

Perform eight basic locomotor movements (i.e., walk, run, hop, jump, gallop, slide, and skip traveling forward and backward).

Demonstrate the partner skills of copying, leading and following.

SPACE

Define and maintain personal and general spaces.

Demonstrate a variety of movements at low, middle, and high levels.

Identify and demonstrate big and small movements and shapes.

FORCE

Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).

TIME

Demonstrate the difference between “fast” and “slow” using a variety of movements.

Demonstrate simple movements to a steady beat. (e.g., 4/4 time)

FORM

Move alone and with others.(e.g., solo versus partner dancing)

Demonstrate the difference between planned and spontaneous movement.

Create simple movement sequences (e.g., walk in circle, wiggle, hop in place).

Make group formations such as circle, line, and scattered.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from cultures that are represented in the local community.

Learn simple singing games and folk dances. (e.g., Farmer in the Dell or The Shoemaker’s Dance)

Standard C

Learning Goal: A student should be able to critique the student’s art and the art of others.

Identify similarities and differences in dance movement sequences.

Discuss and practice appropriate audience skills.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student’s life.

Observe and discuss differences between dance and other forms of human movement, such as sports or gestures.

Express ideas, feelings, and stories through movement.

Participate in dance experiences that integrate other relevant content areas.

Movement/Dance

First Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY

Demonstrate developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail.

Demonstrate body awareness by using different body parts in a variety of movements.

Demonstrate a variety of shapes including curved, straight/ angular, twisted, wide, narrow, symmetrical, asymmetrical.

Learn the difference between movement and stillness.

“Freeze” or “stop” with control.

Perform nonlocomotor/axial movements (e.g., bend, twist, stretch, swing)

Perform eight basic locomotor movements (i.e., walk, run, hop, jump, gallop, slide, and skip traveling forward and backward).

Demonstrate the partner skills of copying, leading, following, and mirroring.

SPACE

Define and maintain personal and general spaces.

Demonstrate a variety of movements at low, middle, and high levels.

Demonstrate a variety of movements while moving in directions such as forward, backward, and side.

FORCE

Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).

TIME

Demonstrate the difference between “fast”, “medium”, and “slow” using a variety of movements.

Demonstrate simple movements to a steady beat. (e.g., 4/4 time, ¾ time)

FORM

Move alone and with others.

Demonstrate the difference between planned and spontaneous movement.

Create simple movement patterns such as ABA. (e.g., jump, roll, jump)

Demonstrate and identify a beginning, middle, and end in dance.

Make group formations such as circle (moving in and out), line, and scattered (individually and with partners).

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from cultures that are represented in the local community.

Learn simple singing games and folk dances from a variety of cultures. (e.g., Blue Bird, Seven Jumps, and Puncinella)

Standard C

Learning Goal: A student should be able to critique the student’s art and the art of others.

Identify similarities and differences in dance movement sequences.

Discuss and practice appropriate audience skills.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student’s life.

Observe and discuss differences between dance and other forms of human movement, such as sports or gestures.

Express ideas, feelings, and stories through movement.

Participate in dance experiences that integrate other relevant content areas.

Movement/Dance	Second Grade
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Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY
 Demonstrate developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail.
 Demonstrate body awareness by using different body parts in unison. (e.g., swinging arms while skipping)
 Create a variety of shapes including curved, straight/ angular, twisted, wide, narrow, symmetrical, asymmetrical, while integrating another dance concept such as locomotor movement or levels.
 Combine a variety of shapes with locomotor and nonlocomotor movements
 Demonstrate basic folk dance steps such as step hop, stamp, touch, and elbow swing.
 Demonstrate the partner skills of copying, leading, following, and mirroring.

SPACE
 Demonstrate a variety of movements at low, middle, and high levels.
 Demonstrate a variety of movements while moving in directions such as forward, backward, and side.
 Move using a variety of pathways such as straight, curved, and zig zag.

FORCE
 Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).
 Demonstrate sudden (sharp) and sustained (smooth) while moving.

TIME
 Demonstrate the difference between “fast”, “medium”, and “slow” using a variety of movements.
 Create and follow movement patterns to a given beat/ rhythm.

FORM
 Demonstrate solutions to a given movement problem.
 Create movement sequences based on own ideas.
 Create simple movement patterns such as ABA. (e.g., jump, roll, jump)
 Demonstrate and identify a beginning, middle, and end in dance.
 Make group formations such as weaving in and out of a circle, changing directions, line, scattered, and double line of partners.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from a variety of cultures including those that are represented in the local community.(e.g., folk dances and singing games such as Here Go Sodeo, Going to Kentucky, Simi Yadech, The Chicken Dance)
 Observe and discuss the various roles of dance in communities, cultures, and historical periods.

Standard C

Learning Goal: A student should be able to critique the student’s art and the art of others.

Identify similarities and differences in dance movement sequences.
 Discuss and practice appropriate audience skills.
 Using dance vocabulary, describe a dance or movement sequence.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student’s life.

Observe and discuss differences between dance and other forms of human movement, such as sports or gestures.
 Express ideas, feelings, and stories through movement.
 Participate in dance experiences that integrate other relevant content areas.

Movement/Dance	Third Grade
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Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY

Use developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail creatively. (e.g., try core/ distal movement on a low level, move your lower body slow while the upper moves fast)

Demonstrate body awareness by integrating body parts in unison. (e.g., nod head while jumping, move torso while swinging, roll shoulders while pointing the feet)

Create a variety of shapes including curved, straight/ angular, twisted, wide, narrow, symmetrical, asymmetrical, while integrating another dance concept such as time, energy, pathways, levels, direction.

Combine a variety of dance concepts to demonstrate connectedness in dance. (e.g., make a variety of curved shapes while moving in straight pathways, move at a low level while creating a variety of twisted shapes)

Demonstrate basic folk dance steps such as do- si- so, elbow swing, dishrag, star, and schottische

Demonstrate the partner skills of copying, leading, following, and mirroring.

SPACE

Demonstrate a variety of movements at low, middle, and high levels.

Demonstrate a variety of movements while moving in directions such as forward, backward, and side.

Move using a variety of pathways such as straight, curved, and zig zag.

Explore moving near a partner and far from a partner.

FORCE

Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).

Demonstrate sudden (sharp) and sustained (smooth) while moving.

TIME

Create and follow movement patterns to a given beat/ rhythm including uneven rhythms.

Explore movement patterns that include an accented beat.

Demonstrate echo rhythm patterns with a partner. (e.g., student 1 moves for 4 counts then student 2 moves for 4 counts)

FORM

Demonstrate multiple solutions to a given movement problem.

Create movement sequences based on own ideas and concepts from other sources.

Create movement patterns such as AB, suite (ABC), and recurring theme (ABACA, ABBC).

Make group formations such as circle (moving clockwise/ counter clockwise), line, scattered, and double line of partners.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from a variety of cultures including those that are represented in the local community.(e.g., folk dances, singing games such as Draw a Bucket of Water, La Raspa, Chimes of Dunkirk)

Observe and discuss the various roles of dance in communities, cultures, and historical periods.

Standard C

Learning Goal: A student should be able to critique the student’s art and the art of others.

Identify similarities and differences in dance movement sequences.

Discuss and practice appropriate audience skills.

Using dance vocabulary, compare and contrast dances or movement sequences.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student’s life.

Observe and discuss differences between dance and other forms of human movement, such as sports or gestures.

Express ideas, feelings, and stories through movement.

Participate in dance experiences that integrate other relevant content areas.

Respond to dance using another art form. (e.g., create a painting, write a poem, create a musical score)

Movement/Dance	Fourth Grade
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Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY

Use developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail creatively. (e.g., try core/ distal movement on a low level, move your lower body slow while the upper moves fast)

Demonstrate body awareness by integrating body parts to explore concepts such as opening/ closing, over/ under, on/ off balance, and around/ through.

Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics.

Combine a variety of dance concepts to demonstrate connectedness in dance. (e.g., make a variety of curved shapes while moving in straight pathways, move at a low level while creating a variety of twisted shapes)

Demonstrate basic folk dance steps such as polka, grapevine, promenade, and schottische.

Demonstrate the partner skills of copying, leading, following, and mirroring and utilize these skills when creating movement sequences.

SPACE

Define and demonstrate the use of stage directions. (e.g., upstage, downstage, stage right, and stage left)

Move using a variety of pathways such as straight, curved, and zig zag.

Explore moving with a partner using a variety of relationships such as near/ far, over/ under, around/ through.

Explore movement while maintaining focus. (e.g., single focus, multi-focus)

FORCE

Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).

Demonstrate sudden (sharp) and sustained (smooth) while moving.

Use free and bound flow while moving.

TIME

Create and follow movement patterns to a given beat/ rhythm including uneven rhythms and atypical time signatures.

Explore movement patterns that include an accented beat and pauses.

Demonstrate echo rhythm patterns with a partner. (e.g., student 1 moves for 4 counts then student 2 moves for 4 counts)

FORM

Demonstrate multiple solutions to a given movement problem.

Create movement sequences based on own ideas and concepts from other sources and accurately repeat it.

Create movement patterns such as AB, suite (ABC), and recurring theme (ABACA, ABBC).

Make group formations such as circle (moving clockwise/ counter clockwise), cast off, line, scattered, and double line/ circle of partners, trio, quartet.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from a variety of cultures including those that are represented in the local community.(e.g., folk dance, singing games and traditional dances such as Four White Horses, Down the River, Alabama Gal, Virginia Reel, Troika)

Observe and discuss the various roles of dance in communities, cultures, and historical periods.

Describe significant contributors to the development of dance forms/ styles.

Standard C

Learning Goal: A student should be able to critique the student’s art and the art of others.

Using dance vocabulary critique and evaluate the work self and others.

Identify factors that allow a dance to communicate meaning.

Discuss and practice appropriate performance and audience skills.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student’s life.

Observe and discuss differences between dance and other forms of human movement, such as sports or gestures.

Express ideas, feelings, and stories through movement.

Participate in dance experiences that integrate other relevant content areas.

Respond to dance using another art form. (e.g., create a painting, write a poem, create a musical score)

Movement/Dance

Fifth Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY

Use developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail creatively. (e.g., try core/ distal movement on a low level, move your lower body slow while the upper moves fast)

Demonstrate body awareness by integrating body parts to explore concepts such as opening/ closing, over/ under, on/ off balance, and around/ through, gathering/ scattering, alone/ connected, meeting/ parting.

Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics.

Combine a variety of dance concepts to demonstrate connectedness in dance. (e.g., shape, level, pathway, focus, relationships, direction, speed, rhythm)

Demonstrate the partner/ group skills of leading, following, mirroring, and flocking and utilize these skills when creating movement sequences.

Demonstrate basic folk dance steps such as cast off, allemande, pivot, and box step.

SPACE

Define and demonstrate the use of stage directions. (e.g., upstage, downstage, stage right, and stage left)

Explore ways to transfer spatial pattern (pathway) from the visual to the kinesthetic individually or with a group. (e.g., draw a spatial pattern on paper and then use the pattern to create a movement sequence)

Explore moving with a partner or small group using a variety of relationships such as near/ far, over/ under, around/ through.

Explore a variety of dance concepts while maintaining focus. (e.g., single focus, multi-focus)

FORCE

Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).

Demonstrate sudden (sharp) and sustained (smooth) while moving.

Use free and bound flow while moving.

Combine the elements of space, time, and weight to explore the eight effort actions. (e.g., float, punch, glide, slash, dab, wring, flick, press)

TIME

Create and follow movement patterns to a given beat/ rhythm including uneven rhythms and atypical time signatures.

Explore movement patterns that include an accented beat and pauses.

Explore how rhythm, tempo, and accent can enhance/ detract from a movement sequence. (e.g., have student perform movement sequences to different styles of music and evaluate.

FORM

Demonstrate multiple solutions to a given movement problem.

Create movement sequences based on own ideas and concepts from other sources and accurately repeat it.

Create movement patterns such as AB, suite (ABC), recurring theme (ABACA, ABBC), and chance dance.

Use choreographic devices such as repetition, retrograde, and accumulation to create movement sequences.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from a variety of cultures including those that are represented in the local community. (e.g., folk dances and traditional dances such as Hora, Mayim, Nigun Atik, D'Hammerschmiedsgell'n)

Observe and discuss the various roles of dance in communities, cultures, and historical periods.

Describe the impact of historical events and significant contributors to the development of dance forms/ styles.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

Using dance vocabulary critique and evaluate the work self and others.

Identify and examine factors which can affect the interpretation of a dance.

Discuss and practice appropriate performance and audience skills.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

Observe and discuss differences between dance and other forms of human movement, such as gesture/ pantomime/ acting.

Create dance sequences that convey personal meaning.

Participate in dance experiences that integrate other relevant content areas.

Create dance sequences/ projects that integrate understanding from another content area. (e.g., create a dance about photosynthesis or a dance that compares/ contrasts meiosis and mitosis)

Movement/Dance

Sixth Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

BODY

Use developmental movement patterns such as core/ distal, body/ side, upper/ lower, cross lateral, and head/ tail creatively. (e.g., try core/ distal movement on a low level, move your lower body slow while the upper moves fast)

Demonstrate body awareness by integrating body parts to explore concepts such as opening/ closing, over/ under, on/ off balance, and around/ through, gathering/ scattering, alone/ connected, meeting/ parting.

Describe and demonstrate safe movement practices such as maintaining proper alignment and using basic body mechanics.

Combine a variety of dance concepts to demonstrate connectedness in dance. (e.g., shape, level, pathway, focus, relationships, direction, speed, rhythm, force, energy)

Demonstrate the partner/ group skills of leading, following, mirroring, and flocking and utilize these skills when creating movement sequences.

Demonstrate basic folk, contemporary and partner dance steps. (e.g., Charleston, swing, waltz, cha cha cha, fox trot)

SPACE

Define and demonstrate the use of stage directions. (e.g., upstage, downstage, stage right, and stage left)

Explore ways to transfer spatial pattern (pathway) from the visual to the kinesthetic individually or with a group. (e.g., draw a spatial pattern on paper and then use the pattern to create a movement sequence)

Explore moving with a partner or small group with emphasis on how different spatial relationships affect the message that the dance conveys. (e.g., partners that are standing side by side versus one partner far away and in a low shape)

Explore a variety of dance concepts while maintaining focus. (e.g., single focus, multi-focus)

FORCE

Use light and heavy force appropriately (e.g., light movement as in twirling snowflakes, heavy movement in dinosaurs).

Demonstrate sudden (sharp) and sustained (smooth) while moving.

Use free and bound flow while moving.

Combine the elements of space, time, and weight to explore the eight effort actions. (e.g., float, punch, glide, slash, dab, wring, flick, press)

TIME

Create and follow movement patterns to a given beat/ rhythm including uneven rhythms and atypical time signatures.

Explore movement patterns that include an accented beat and pauses.

Explore how rhythm, tempo, and accent can enhance/ detract from a movement sequence. (e.g., have student perform movement sequences to different styles of music and evaluate.)

FORM

Compare, contrast, and demonstrate multiple solutions to a given movement problem.

Create movement sequences based on own ideas and concepts from other sources and accurately repeat it.

Create movement patterns such as AB, suite (ABC), recurring theme (ABACA, ABBC), and chance dance.

Use choreographic devices such as canon, round, repetition, retrograde, and accumulation to create and refine movement sequences.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

Observe and experience dances from a variety of cultures including those that are represented in the local community (e.g., folk dances and traditional dances such as contra dances, popular dances, Erev Shel Shoshanim, Doublebska Polka).

Observe and discuss the various roles of dance in communities, cultures, and historical periods.

Describe the impact of historical events and significant contributors to the development of dance forms/ styles.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

Using dance vocabulary critique and evaluate the work self and others.

Identify and examine factors which can affect the interpretation of a dance.

Discuss and practice appropriate performance and audience skills.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

Observe and discuss differences between dance and other forms of human movement, such as gesture/ pantomime/ acting.

Create dance sequences that convey personal meaning.

Participate in dance experiences that integrate other relevant content areas.

Create dance sequences/ projects that integrate understanding from another content area. (e.g., create a dance about photosynthesis or a dance that compares/ contrasts meiosis and mitosis)

Introduction to Dance

Grades 7-12

In this introduction to the art and discipline of dance movement, the student will gain enhanced physical agility and knowledge of basic dance as well as vocabulary in a variety of dance styles such as ballet, jazz, and modern.

Learning Goals: The student will gain an understanding of movement elements in performing arts.

Participate in dance activities, showing understanding of personal and shared space.

Demonstrate the following movement skills and explain the underlying principals: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery.

Accurately identify and demonstrate basic dance steps, as well as positions and patterns for dance from two different styles or traditions.

Accurately transfer a rhythmic pattern from the aural to the kinesthetic.

Demonstrate increasing kinesthetic awareness, concentration, and focus in executing movement skills.

Accurately transfer a spatial pattern from the visual to the kinesthetic.

Demonstrate movements in straight, curved, and zigzag pathways.

Identify and clearly demonstrate a range of dynamics/movement qualities.

Describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary.

Demonstrate accurate memorization and reproduction of movement sequences.

Create shapes at low, middle, and high levels.

Demonstrate and understand dance in various cultures and historical periods.

Learning Goals: The student will gain an understanding of choreographic principles, process, and structure.

Demonstrate clearly the principles of contrast and transition.

Demonstrate effectively the processes of reordering and chance.

Use improvisation to discover and invent movement to solve movement problems.

Demonstrate successfully the structures or forms of AB, ABA, canon, call and response, and narrative.

Demonstrate the ability to work cooperatively in a small group during the choreographic process.

Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight.

Use new and traditional dance technique and choreography.

Describe accurately the role of dance in at least two different cultures or time periods.

Execute competently folk, social, theatrical, and classical dance from various cultures and historical periods.

Describe similarities and differences in steps and movement styles.

Learning Goals: The student will gain an understanding of creating and communicating meaning through dance and movement.

Demonstrate effectively the difference between pantomiming and abstracting a gesture.

Explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance.

Create a dance that successfully communicates a topic of personal significance.

Consider individuals' and/or cultures' beliefs about dance.

Demonstrate higher level of skill, dealing with more complex examples, and respond to works of art in increasingly sophisticated ways.

Demonstrate and/or explain how lighting and costuming can contribute to the meaning of dance.

Explain strategies to prevent dance injuries.

Create a project that reveals similarities and differences between the arts.

Cite examples of concepts used in dance and another discipline outside the arts (e.g., balance, shape, pattern).

Focus on reading and discussions, such as “What is beauty? What is dance (what qualities)? What is the purpose of dance? How does art/dance affect you and your life? and What is the obligation of the artist to the audience?”

Identify possibly aesthetic criteria for evaluating dance (e.g., skills of performers, originality, visual and/or emotional impact, variety, and contrast).

Learning Goals: The student will gain an understanding of critical and creative thinking skills in dance.

Demonstrate appropriate audience behavior in watching dance performances.

Establish a set of aesthetic criteria and apply it in evaluating the work of others.

Create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for that choice.

Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), force and energy (such as movement qualities), and musicality (appropriateness of dance vocabulary to musical composition).

Identify possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and/or emotional impact, variety, and contrast).

Dance I

Grades 9-12

This course focuses on dance techniques such as placement, alignment, evaluation, and execution of various styles. This course will build on all content/skills/activities from Introduction to Dance.

Learning Goals: The student will demonstrate an understanding of movement elements in performing arts.

Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements and rhythmic activity.

Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions.

Demonstrate the ability to remember movement sequences.

Employ movement (walk, run, hop, jump, skip, leap, glide, slide, twist, bend, rotate, stretch, swing, and fall) and direction (high, low, mid, sideways, lateral, diagonal, forward and backward, zigzag, circular, and straight) in dance.

Create short combinations and improvisation.

Learning Goals: The student will demonstrate an understanding of choreographic principles, processes, and structure.

Use improvisation to generate movement for choreography.

Demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, and contemporary forms selected by the student) through brief dance studies.

Learning Goals: The student will demonstrate an understanding of creating and communicating meaning through dance and movement.

a. Formulate and answer questions about how movement choices communicate abstract ideas in dance.

Demonstrate understanding of how personal experience influences the interpretation of a dance.

Learning Goals: The student will demonstrate an understanding of critical and creative thinking skills in dance.

Study a dance and suggest revisions or variations, articulating the reasons for artistic decisions and what might be lost or gained by those decisions.

Establish a set of aesthetic criteria and apply it in evaluating the work of others.

Formulate and answer own aesthetic questions, such as “What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?”

Learning Goals: The student will demonstrate an understanding of dance.

Learn and describe similarities and differences between two contemporary theatrical forms of dance.

Discuss the traditions and techniques of a classical dance form (e.g., Balinese, ballet).

Analyze how dance and dancers are portrayed in contemporary media.

Learning Goals: The student will demonstrate an understanding of dance and healthful living.

Reflect on own progress and personal growth during study of dance.

Learning Goals: The student will demonstrate an understanding of dance and other disciplines.

Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.

Identify commonalities and differences between dance and other disciplines with regard to fundamental concepts, such as materials, elements, and ways of communicating meaning.

Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project.

Dance II

Grades 9-12

This course is an enhancement of developed ability through introduction of advanced dance, vocabulary, musicality, and aesthetics. This course will build on all content/skills/activities from Introduction to Dance and Dance I.

Learning Goals: The student will demonstrate an understanding of movement elements in performing arts.

Demonstrate a high level of consistency and reliability in performing technical skills.

Perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance in a broad dynamic range.

Demonstrate projection while performing dance skills.

Refine technique through self-evaluation and correction.

Demonstrate skill in balancing, suspending, initiating, isolations, and tilts.

Learning Goals: The student will demonstrate an understanding of choreographic principles, processes, and structure.

Demonstrate further development and refinement of skills to create a small group dance with coherence and aesthetic unity.

Accurately describe how a choreographer manipulated and developed the basic movement content in a dance.

Learning Goals: The student will demonstrate an understanding of creating and communicating meaning through dance and movement.

Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives.

Compare and contrast how meaning is communicated in two personal choreographic works.

Learning Goals: The student will demonstrate an understanding of critical and creative thinking skills in dance.

Discuss how skills developed in dance are applicable to a variety of careers.

Analyze the style of a choreographer (e.g., George Balanchine, Alvin Ailey, and Laura Dean), or cultural form (e.g., bharata natyam, and classical ballet).

c. Analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation to dance.

Learning Goals: The student will demonstrate an understanding of dance.

Create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts.

Compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts.

Learning Goals: The student will demonstrate an understanding of dance and healthful living.

Discuss challenges facing professional performers in maintaining healthful lifestyles.

Learning Goals: The student will demonstrate an understanding of dance and other disciplines.

Compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context.

Create an interdisciplinary project using media technology, such as video or computer, that present dance in a new or enhanced form (e.g., video dance, video/computer-aided live performance, or animation).

Ideas for Integration

Elementary

<p>Language Arts</p> <ul style="list-style-type: none"> *Create letter shapes with bodies and spell words *Use pathways to write letters/ words as you travel *With a partner explore prepositions such as over, under, through, beside, around *Perform movements for each syllable in the word *Create movement inspired by literature/ poetry *As a class, write stories that include movement words 	<p>Math</p> <ul style="list-style-type: none"> *Move to rhythm patterns that equal a specific sum (3 counts plus 5 counts equals eight counts) *Dance $\frac{1}{4}$ of your body, $\frac{1}{3}$, $\frac{1}{2}$, etc *Move with 2+1 body parts on the floor (students move with 3 body parts ‘stuck’ to the floor, etc) *Create geometric shapes with your body or props such as stretchy bands *Create symmetrical and asymmetrical shapes *Estimate and check- how many jumps to get from point A to B *Create pathways using line graphs *Explore perimeter through movement
<p>Science</p> <ul style="list-style-type: none"> *Create dances on concepts such as how plants grow *Create an obstacle course representing body systems such as digestion *Demonstrate cause and effect through movement 	<p>Social Studies</p> <ul style="list-style-type: none"> *Observe or participate in traditional dances from various cultures *Participate in simple folk dances *Create pathway dance maps including a key and cardinal directions *
<p>Arts</p> <ul style="list-style-type: none"> *Create sound to accompany movement sequences *Respond to a variety of music through movement *Respond to visual art through movement using basic visual art terminology * 	<p>Health</p> <ul style="list-style-type: none"> *Work in groups to solve movement problems *Discuss the health benefits of movement *Discuss how moving makes you feel *Explore basic muscle groups and bones through movement

Secondary

<p>Language Arts</p> <ul style="list-style-type: none"> *Create gestures for each line of Haiku *View a dance and write a review using dance vocabulary *Create movements that show how a character’s feelings change throughout a novel *Compare the writing process to the choreography process 	<p>Math</p> <ul style="list-style-type: none"> *Use movement to demonstrate mathematical patterns and structures (fractals, coordinate plane) *How many ways are there to shake hands? How many different combinations of hands/ body parts can you make? *Dance algebra, $2x+3$ (Since ‘x’ can be any number, create a number of movements such as 4. That means you will perform all 4 movements twice and create 3 additional movements)
<p>Science</p> <ul style="list-style-type: none"> *In groups and/ or with props create simple machines using movement and body shapes *Use movement to explore physics (acceleration, friction, Newton’s laws) *Create dances that represent biological or chemical processes (mitosis, photosynthesis, bonds) 	<p>Social Studies</p> <ul style="list-style-type: none"> *Observe and participate in traditional dances from various cultures *Participate in more complex folk/ line dances *Research themes that have been presented through dance *Study the societal/ historical influences on dance
<p>Arts</p> <ul style="list-style-type: none"> *Create art in response to dance (or vice versa) *Compare and contrast dance vocabulary to that of visual arts vocabulary *Use movement to explore music vocabulary such as allegro, adagio, suite, quarter note, rest, etc 	<p>Health</p> <ul style="list-style-type: none"> *Explore anatomy and kinesiology through movement *Create dances that express issues that are important to students

Dance Curriculum Glossary

Alignment	The position of the body parts in relation to each other.
Allemande Left	In a square set, couples turn back-to-back, join left hands with their “corners swing around once, and return to their partners. An allemande right is the same sequence done with right hands.
Beat	The underlying pulse; found in most music
Bend	Flex a joint, bringing two body parts together.
Bilateral	The same both sides of the body, e.g. doing the same movement with both arms
Body Facing	The spatial orientation of body surfaces, e.g. front, side to side, etc.
Body Mechanics	Safe movement practices including bending the knees when landing from a jump, falling on soft body surfaces, etc
Body Shape	The design created by placement of body parts, e.g. curved, angular, symmetrical, asymmetrical, wide, narrow, twisted, etc.
Cast off	the leaders of two parallel lines of dancers walk away from each other, leading their lines down to the foot of the set.
Change direction	Create a new line of motion
Choreography	Planned movements for a dance.
Circle Dance	A dance done in circle formation without partners.
Developmental Movement Patterns	Movement sequences that are necessary for neurological development. (See chart entitled “Developmental Movement Patterns: Dancing with the Brain.”)
Direction	The spatial orientation of the line of motion, e.g. clockwise, counterclockwise, etc.)
Do-si-do	Partners begin by facing each other, then move toward each other, pass right shoulders, step to the right, walk backward, pass each other again by the left shoulders, and return to facing position.
Double Circle	A partner formation of concentric circles. Partners stand side by side or front to partner. Each member of the inside circle is connected to a partner in the outside circle by holding one or both hands and moving together.

Down the alley	Moving from top to bottom through a long ways set
Eight Effort Actions	Movements created by combining elements of space, time and weight. (float, dab, punch, glide, slash, wring, flick, press.)
Dab	A quick , light stroke of a body part as though one were applying a spot of paint
Float	A quality of movement in which the body moves slowly, without sudden changes. Can be used with locomotor or nonlocomotor movement.
Punch	A quality of movement that is strong, direct and sudden.
Flick	A quality of movement that is light, sudden and indirect.
Glide	A quality of movement that is light, sustained and direct.
Wring	A quality of movement that is sustained, strong, and indirect.
Press	A quality of movement that is sustained, strong and direct.
Slash	A quality of movement that is sudden, strong and indirect.
Elbow swing	Link elbows (right or left) with partner and turn.
Exchange Places	Each partner in a dance or singing game takes the other's original place.
Flocking	Group shadowing; everyone in the group is facing the same direction following the movements of a leader.
Flowing	A sustained quality of movement, without sudden starts or stops.
Focus	Where the eyes look; can be single (focused on one spot) or multi (focused on several spots.)
Folk/Traditional Dance	A patterned dance that comes from a particular culture.
Foot couple	In a long ways set, the partners at the foot of the set or the end farthest from the source of music.
Force	Sometimes called "energy" or "quality"; the characteristic of movement that results from the interplay of time and force, e.g. heavy, light, sudden, percussive, sustained, shaky, swinging, vibratory.
Form	How the dance is structured, e.g. AB, ABA, etc.
Formation	A group spatial arrangement or design, e.g. concentric circles, square, long ways set, etc.

Free/bound Flow	Free is undirected movement, while bound is directed purposeful movement.
Gallop	A locomotor combination of a step and a leap. The step gets a quarter note value and the leap gets an eighth note value. The same foot always leads in a gallop.
Gesture	The movement of a non-supporting body part that can have literal or abstract meaning.
Grand right and left	A movement sequence with a single circle of partners facing one another: 1)partners grasp right hands; 2)walk past partner; 3)take the next persons' left hand and release partner's right hand; 4) walk past that person; 5) take the right hand; and so on around the circle until partners meet again.
Grapevine step	A series of weaving movements (cross/side/back/side)
Group Shape/ Design	The spatial outline created by a gathering of people. Related to formation, but not all group shapes are traditional designs.
Head Couple	The partners at the head of the set or the end nearest the source of music.
Hop	A non-alternating basic locomotor form. Performed by first standing on one foot; that foot then leaves the ground and the same foot returns to the ground.
Imitate	Copy movement while it is being done by the leader.
Improvisation	Spontaneous movement (as opposed to planned movement)
In place	In self space.
Jump	A non-alternating basic locomotor form in which both feet leave the ground at the same time and land on the ground at the same time.
Leap	A basic locomotor movement in which weight is transferred from one foot to the other, with a moment in which neither foot is on the floor. A leap differs from a run because it is done of either height or distance, not speed.
Level	A place on an imaginary vertical line between high and low.
Line Formation	Dancers next to one another, either side by side or front to back, forming a straight line.
Locomotion	Going from one place to another, or traveling.
Long ways or contra dance set	Parallel lines of dancers usually facing each other.
March	A walk variation in 2/4 or 4/4 time that uses military-style steps. Alternate knees

are raised and lowered with each step. One step for each underlying beat.

Mirror/Shadow	Strive to move in perfect unison. Mirror can be done by facing partners or by a group, usually with a designated leader. Shadow is done following a leader.
Movement sequence	A series of individual movements that flow from one to the next. (e.g. run, run, leap); also called a movement phrase or movement sentence.
Movement problem	A question proposed by the teacher that encourages students to create multiple movement solutions. (e.g. "how many different ways can you make a curved shape", "create a movement sequence that makes a pattern").
Nonlocomotor	Movement that does <u>not</u> involve traveling from one place to another. Sometimes called axial movement, e.g. bend, twist, stretch, sway, swing, reach.
Pathway	An imaginary line created by moving through space. Pathways can be on the floor as you travel through space or in the air as you move body parts.
Pivot	A change of body facing in which the ball of one foot remains fixed to a spot on the floor while the other foot changes location.
Promenade	To perform this movement, a couple walks side by side, usually with skater's hold.
Range of Movement	The size of a movement, or how much area is required to execute a movement, e.g. large or small.
Relationships	A dance term which reflects the spatial position of body parts to each other, one person to another or group, people to the space around them. (usually relationship words are preposition words, e.g. around, above, below, etc.)
Rhythm	Long and short sounds and silences that are heard one after the other, can be even and uneven.
Run	A basic locomotor form in which the transfer of weight from one foot to the other is fast, including a moment when both feet are off the ground.
Sashay	A slide or sideways gallop often done with a partner.
Scattered formation	A group of individuals or couples spaced randomly around the movement area.
Schottische	A dance style based on a sequence of three steps and one hop in an even rhythm. Can be done forward, backward, or to the side.
Self Space/General Space	Self space is the area that an individual occupies, sometimes called personal space. General space is the total area through which more than one person is moving; sometimes called shared space.
Skater's hold	A traditional position for dance in which partners stand side by side with the same

	body facing, holding right hand with right hand and left hand with left hand to the front.
Skip	A locomotor combination of a step and a hop. The step has the value of a quarter note and the hop has the value of an eighth note; the leading foot alternates.
Slide	A sideways gallop
Space	The area in which movement occurs.
Stage directions	See drama curriculum.
Stamp	Bring foot to the floor forcefully, making a loud sound without transferring the weight to that foot.
Star	(Right-hand star, Left-hand star) A folk dance figure in which a group of dancers (usually four) join right/left hands in the center and move around the center.
Step-hop	A 2/4 dance step similar to a skip except the rhythm is even and each movement gets one whole beat.
Step-touch	A dance step in which weight is transferred to one foot on one beat and the other foot taps the floor on the next beat without transferring the weight.
Strong/Light	Requiring high level of energy/requiring low level of energy/force.
Strong beat/weak beat	The accented or stressed beat in a series is the strong beat; can be reflected in dance by emphasizing the strong beat with a movement.
Style	A quality of movement or a particular way movement elements are combined that makes a dance recognizable as unique. Styles can be influenced by the origin of the dance or the kind of music used. (e.g. jazz, square dance, Appalachian clogging)
Sustained	A continuous quality of movement with no sudden changes or surprises, i.e. smooth.
Sudden	A sharp quality of movement with many quick changes.
Sway	Shift weight from one foot to the other without taking feet from the ground.
Swing	A quality of movement in which there is a suspension and a release, like the feeling one gets on a playground swing, e.g. swinging one's arms.
Tempo	The speed of the movement. (fast, medium, slow)
Turn	A continuous change of body facing
Twist	Turn a body part against a fixed point or point of resistance

Up and down	Opposite movement along an imaginary vertical line
Unilateral	Performed on one side of the body.
Unison Movement	At least two people moving identically.
Waltz	A $\frac{3}{4}$ time dance in which the first step of each measure is slightly accented.
Weave	Go in and out, e.g. going in front of one person in a circle, in back of the next, and in front of the following person.
Wring the dishrag	Partners face each other holding both hands and swing hands to one side and up. As hands go overhead, partners turn underneath their joined arms, face back to back, then bring the arms down, and resume front-to-front facing. The joined hands describe a complete circle in the air.

DANCE/ CREATIVE MOVEMENT PRINT RESOURCES

- Boswell, B. & Jane Elin. (2004). *Re-envisioning Dance: Perceiving the aesthetics of disability*. Iowa: Kendall/ Hunt Publishing Company.
- Cheney, G. (1989). *Basic concepts in modern dance*. NJ: Princeton Book Company.
- Gilbert, A. (2006). *Brain- compatible dance education*. Virginia: National Dance Association.
- Gilbert, A. (1992). *Creative dance for all ages*. Virginia: National Dance Association.
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- Hackney, P. (1989). *Making Connections: total body integration through Bartenieff fundamentals*. NY: Routledge.
- Harris, J., Pittman, Waller & Dark. (2000). *Dance awhile: handbook for folk, square, contra, and social dance*. MA: Allyn and Bacon.
- Isenberg, J. & Jalongo, M. (2001) *Creative expression and play in early childhood*. New Jersey: Merrill Prentice Hall.
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- Morgenroth, J. (1987). *Dance improvisations*. Pittsburgh: University of Pittsburgh Press.
- Schrader, C. (2005). *A sense of dance: exploring your movement potential*. Human Kinetics.
- Stinson, S. (1988). *Dance for young children: Finding the magic in movement*. Virginia: American Alliance for Health, Physical Education, Recreation, and Dance.

DANCE/ CREATIVE MOVEMENT WEB RESOURCES

The Creative Dance Center

www.creativedance.org

American Alliance for Health, Physical Ed, Recreation, and Dance

www.aahperd.org

National Dance Association

www.aahperd.org/nda

Dance and the Child International

www.daciusa.com

National Dance Standards

<http://www.aahperd.org/nda/template.cfm?template=standards.html>

Association for Dance Therapy

www.adta.org

Arts Edge Lesson Plans and Content Standards

www.artsedge.kennedy-center.org

CanDoCo Dance Company

www.candoco.co.uk

Axis Dance Company

www.axisdance.org

Dance Ability/ Joint Forces Dance Company

www.danceability.com

Artful Thinking

<http://www.pz.harvard.edu/tc/index.cfm>

Project Zero

<http://www.pz.harvard.edu/index.cfm>

Literature that Inspires Dance

Swimmy by Leo Lionni

Rainbow Fish by Marcus Pfister

Where the Wild Things Are by Maurice Sendak

Barnyard Dance by Sandra Boynton

Dance! with Bill T. Jones by Susan Kulkin

Ten Go Tango by Arthur Dorros

The Runaway Bunny by Margaret Wise Brown

Earth Dance by Joanne Ryder

Totem Tale by Deb Vanasse

Zomo the Rabbit by Gerald McDermott

Little Cloud by Eric Carle

The Tiny Seed by Eric Carle

Amazing Grace by Mary Hoffman and Caroline Binch

Color Dance by Ann Jonas

Dancing Wheels by Patricia McMahan

Alvin Ailey by Andrea Davis Pinkey

The Human Alphabet by Pilobolus and John Kane

Music that Inspires Dance

Music for Creative Dance, Volumes 1-4, by Eric Chappelle

Brain Dance, by Eric Chappelle

Raising the Rhythms, by James Asher

Movin' Up, by Beverly Bodtsford

Putamayo Kids, all collections, by Putamayo

Circle Songs, by Bobby McFerrin

Paper Music, by Bobby McFerrin and the St. Paul Chamber Orchestra

Jazz for Kids, various artists

Multicultural Folk Dance Treasure Chest (Volumes I and II) by Christy Lane

Planet Drum, by Mickey Hart