

# KPBSD Dance Curriculum – Present/Perform

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| <b>Artistic Process</b>  | Interpreting and sharing artistic work  |
| <b>Priority Alaska State Arts Standards</b>  |   |
| Standard 4: Generate and conceptualize artistic ideas and work<br>Standard 5: Develop and refine artistic work for performance, presentation, and/or production<br>Standard 6: Perform, present, and/or produce artistic work  |   |
| <b>Enduring Understandings &amp; Essential Questions</b>   |   |
| <p><b>Enduring Understanding 4: Dancers understand and use elements of dance to express ideas.</b></p> <ul style="list-style-type: none"> <li>• Essential Question: How do dancers use dance elements to communicate artistic expression?</li> </ul> <p><b>Enduring Understanding 5: Dancers use the mind-body connection to develop the body as an instrument for artistic expression.</b></p> <ul style="list-style-type: none"> <li>• Essential Question: What must a dancer do to prepare mind and body for artistic expression?</li> </ul> <p><b>Enduring Understanding 6: Dance performance is an interaction among performer, production elements, and audience that heightens and amplifies artistic expression.</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul> |   |
| <b>Concepts and Skills</b>   |   |
| <b>Beginning</b>   | Demonstrate a variety of locomotor and non-locomotor movements. Explore steady beat and move to a variety of tempi.   |
| <b>Intermediate</b>  | 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).   |
| <b>Proficient</b>  | 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.             |
| <b>Advanced</b>  | 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