

Dance K-8

Fine Arts
Curriculum Framework

Revised 2014

Dance K-8

The Arkansas Dance K-8 Framework is designed to give students a rigorous education in dance, while allowing teachers to be creative in their instructional program. The student learning objectives of the framework embody key concepts of the discipline and are designed to guide the learning process. The standards support cross-curricular integration as well as diverse student needs in both instruction and assessment. Teachers should feel free to use these standards to support student achievement at whatever experience level the student brings to the classroom.

Strand	Content Standard
Creating	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CR.1.K.1 Respond, using movement, to a variety of stimuli (e.g., music/sound, text, storytelling, objects, images, symbols, observed dance)	CR.1.1.1 Identify the source of movement ideas inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences)	CR.1.2.1 Locate additional sources of movement ideas inspired by a variety of stimuli	CR.1.3.1 Experiment with movement developed from a variety of self-identified stimuli	CR.1.4.1 Identify ideas for original movement generated from a variety of stimuli	CCRA.SL.2
CR.1.K.2 Experiment with basic <i>locomotor</i> and <i>non-locomotor</i> movements	CR.1.1.2 Explore basic <i>locomotor</i> and <i>non-locomotor</i> movements by changing at least one of the <i>elements of dance</i>	CR.1.2.2 Combine a variety of movements while manipulating the <i>elements of dance</i>	CR.1.3.2 Examine a movement problem that results from the combining of movements	CR.1.4.2 Solve a movement problem using the <i>elements of dance</i>	CCRA.L.6

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CR.2.K.1 <i>Improvise</i> dance that starts and stops on cue	CR.2.1.1 <i>Improvise</i> dance that has a beginning, middle, and end	CR.2.2.1 Describe movement choices in an <i>improvised</i> series of movements that have a clear beginning, middle, and end	CR.2.3.1 Create simple movement patterns and <i>dance structures</i> using <i>choreographic devices</i>	CR.2.4.1 Manipulate <i>choreographic devices</i> to create a variety of movement patterns and structures	CCRA.SL.1, 2 CCRA.L.6
CR.2.K.2 Express an idea, feeling, or image, through <i>improvised</i> movement	CR.2.1.2 Select movements that express an emotion or an idea or that follow a musical phrase	CR.2.2.2 Explain the reasons for choices that express an emotion or an idea or that follow a musical phrase	CR.2.3.2 Develop a movement phrase that communicates an idea or feeling	CR.2.4.2 Develop a <i>dance study</i> that expresses a main idea	CCRA.R.2, 3 CCRA.SL.1, 4

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CR.3.K.1 Respond to suggestions for changing movement through guided <i>improvisational</i> experiences	CR.3.1.1 Explore suggestions to revise movement from guided <i>improvisation</i> and/or short remembered sequences	CR.3.2.1 Explore choices in revising movement from guided <i>improvisation</i> and/or short remembered sequences	CR.3.3.1 Revise a short <i>dance study</i> by making movement choices in response to feedback	CR.3.4.1 Improve communication of <i>artistic intent</i> in a short <i>dance study</i> by revising movement based on feedback and self-reflection	CCRA.SL.1, 2, 3, 4
CR.3.K.2 Illustrate body shapes, position, and movements by drawing a picture or using a symbol	CR.3.1.2 Illustrate several different types of movements (e.g., jump, turn, slide, bend, reach) in a dance by drawing a picture or using a symbol	CR.3.2.2 Illustrate the levels (e.g., high, middle, low) of movement in various dances by drawing a picture or using symbols	CR.3.3.2 Identify directions or spatial pathways in a <i>dance phrase</i> by drawing a picture map or using a symbol	CR.3.4.2 Illustrate the relationships (e.g., next to, above, below, behind, in front of) between two or more dancers in a <i>dance phrase</i> by drawing a picture or using symbols	CCRA.SL.5

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
<p>P.4.K.1 Duplicate <i>locomotor</i> and <i>non-locomotor</i> shapes</p> <ul style="list-style-type: none"> incorporate changes in levels show lines (e.g., straight, bent, and curved) vary in size 	<p>P.4.1.1 Create <i>locomotor</i> and <i>non-locomotor</i> movements that change body shapes, levels, and directions (e.g., moving in curved or zigzag pathways)</p>	<p>P.4.2.1 Demonstrate clear directions and intent when performing <i>locomotor</i> and <i>non-locomotor</i> movements that change, direction, pathway, and body shape (e.g., symmetrical and asymmetrical, relationships between body parts)</p>	<p>P.4.3.1 Examine space in terms of distance and dimension</p>	<p>P.4.4.1 Construct static, elevated, and <i>dynamic</i> shapes with other dancers, using positive and negative space</p>	<p>CCRA.SL.1 CCRA.L.6</p>
<p>P.4.K.2 Reproduce tempo contrasts with movement that matches the tempo of sound stimuli</p>	<p>P.4.1.2 Demonstrate quick, moderate, and slow movements in time</p>	<p>P.4.2.2 Identify the elements of time (e.g., long or short, on a down beat, on a dual meter or triple meter) in a movement</p>	<p>P.4.3.2 Distinguish the use of <i>energy</i> and <i>dynamics</i> by modifying movement (e.g., apply specific characteristics to heighten effect)</p>	<p>P.4.4.2 Respond in movement to even and uneven meter</p>	<p>CCRA.SL.1, 4 CCRA.L.6</p>

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
P.5.K.1 Move safely in general space while maintaining personal dance space	P.5.1.1 Move safely in general space through a range of activities and group formations, while maintaining personal dance space	P.5.2.1 Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal dance space	P.5.3.1 Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs	P.5.4.1 Execute techniques that extend movement range, build strength, and develop endurance	CCRA.SL.4 CCRA.L.6
P.5.K.2 Demonstrate basic <i>locomotor</i> and <i>non-locomotor</i> movements, body patterning movements, and body shapes	P.5.1.2 Demonstrate a variety of <i>locomotor</i> and <i>non-locomotor</i> movements, body patterning, body shapes, and directionality.	P.5.2.2 Demonstrate dance sequences that require moving through space using a variety of spatial pathways	P.5.3.2 Reproduce shapes and movement patterns with awareness of body alignment and core support	P.5.4.2 Demonstrate fundamental dance skills (e.g., alignment, coordination, balance, core support, <i>kinesthetic awareness</i>)	CCRA.SL.4 CCRA.L.6
P.5.K.3 Repeat movement of body parts in relation to other body parts upon request	P.5.1.3 Demonstrate the ability to modify movements or placement upon request	P.5.2.3 Modify movements and spatial arrangements upon request	P.5.3.3 Apply constructive feedback from teacher and self-check to improve dance skills	P.5.4.3 Coordinate phrases and timing with other dancers, relying on the other dancers and other stimuli for signals	CCRA.SL.3, 4,

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
P.5.K.4 Select a prop to use as part of a dance	P.5.1.4 Explore the use of a single prop to enhance performance	P.5.2.4 Use limited production elements (e.g., hand props, simple scenery, and media projections) to enhance performance	P.5.3.4 Explore simple production elements (e.g., costumes, props, music, scenery, lighting, media) to enhance performance for an audience in a designated space	P.5.4.4 Explore a variety of production elements to enhance the <i>artistic intent</i> and audience experience	CCRA.SL.5 CCRA.L.6

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
P.6.K.1 Perform for and with others in a designated space	P.6.1.1 Perform for others in a space where audience and performers occupy different spaces	P.6.2.1 Perform for and with others in a space where the audience and performers occupy different spaces	P.6.3.1 Identify the main area of a performance space (e.g., house, stage, backstage, wings, legs, upstage, downstage) using production terminology and stage directions	P.6.4.1 Examine ways to establish a formal performance space in an informal setting (e.g., gymnasium, cafeteria, outdoor area)	CCRA.SL.1, 4 CCRA.L.6
P.6.K.2 Identify, with guidance, proper dance etiquette during class, rehearsal, and performance	P.6.1.2 Discuss proper dance etiquette during class, rehearsal, and performance	P.6.2.2 Apply proper dance etiquette during class, rehearsal, and performance	P.6.3.2 Use proper dance etiquette during class, rehearsal, and performance	P.6.4.2 Use proper dance etiquette during class, rehearsal, and performance	CCRA.SL.1

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
R.7.K.1 Identify a movement that repeats in a dance	R.7.1.1 Identify a movement that repeats in a dance to make a pattern	R.7.2.1 Identify movements in a dance that produce a pattern	R.7.3.1 Identify a movement pattern that produces a movement phrase in a dance	R.7.4.1 Identify movement patterns in a dance that embody a <i>style</i> or theme	CCRA.SL.2, 4
R.7.K.2 Reproduce observed dance movements	R.7.1.2 Reproduce observed <i>genre</i> - or culture-specific dance movement	R.7.2.2 Identify observed <i>genre</i> - or culture-specific dance movement	R.7.3.2 Explain <i>genre</i> - or culture-specific dance movement	R.7.4.2 Identify similarities and differences of <i>genre</i> - or culture-specific dance movement	CCRA.SL.2, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
R.8.K.1 Identify, with guidance, movements that suggest ideas, using simple dance terminology	R.8.1.1 Explain, with guidance, the meaning of movements from a dance, using simple dance terminology	R.8.2.1 Select, with guidance, context clues from movement to identify meaning and intent in a dance, using simple dance terminology	R.8.3.1 Recognize specific context clues from movement to identify the main idea of a dance, using basic dance terminology	R.8.4.1 Relate movements, ideas, and context to discover meaning in a dance using dance terminology	CCRA.SL.1, 3 CCRA.L.3, 6

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
R.9.K.1 Explain why a dance movement attracts attention	R.9.1.1 Explain qualities that make movements interesting	R.9.2.1 Explain movements and qualities of a dance that make it successful	R.9.3.1 Identify similarities and differences of dance <i>genres</i> and <i>styles</i> , using basic dance terminology	R.9.4.1 Describe the qualities that make dance <i>genres</i> and <i>styles</i> artistic, using basic dance terminology	CCRA.W.1, 2 CCRA.SL.2, 4 CCRA.L.6
SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CN.10.K.1 Identify an emotion expressed in dance movement that is observed or performed	CN.10.1.1 Relate emotion expressed in dance movement to a personal experience	CN.10.2.1 Recognize movements that convey an emotion expressed in dance movement	CN.10.3.1 Explain movements that convey an emotion expressed in dance movement while relating to a personal experience	CN.10.4.1 Describe the relationship of a dance movement with an emotion from a personal experience	CCRA.R.4 CCRA.SL.2, 3, 4
CN.10.K.2 Reproduce a movement from an observed dance	CN.10.1.2 Express an interesting aspect of observed art using movement	CN.10.2.2 Identify concepts for dance movement from illustrations or ideas from a story	CN.10.3.2 Describe how movements can express a perspective about an issue or event	CN.10.4.2 Express a perspective about an issue or an event using movement	CCRA.3, 4 CCRA.SL.1, 2, 3, 4

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CN.11.K.1 Reproduce movements in an observed dance from a different culture	CN.11.1.1 Recognize the types of movement that comprise a dance from a different culture	CN.11.2.1 Connect the movement of a people to the culture from which the movement originated	CN.11.3.1 Compare the relationship between a dance and the culture from which the dance originated	CN.11.4.1 Identify the relationships of movements in a specific <i>genre</i> or <i>style</i> to the culture, society, historical period, or community from which the dance originated	CCRA.SL.2, 4

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
<p>CR.1.5.1 Construct original movement for choreography using stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current events)</p>	<p>CR.1.6.1 Relate ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience, current events)</p>	<p>CR.1.7.1 Expand <i>movement vocabulary</i> and <i>artistic expression</i> by comparing a variety of stimuli</p>	<p>CR.1.8.1 Implement movement created from a variety of stimuli to develop content for an original dance study</p>	<p>CCRA.SL.2, 4 CCRA.L.6</p>
<p>CR.1.5.2 Construct multiple solutions to movement problems in order to develop <i>movement vocabularies</i></p>	<p>CR.1.6.2 Explore various <i>movement vocabularies</i> to transfer ideas into choreography</p>	<p>CR.1.7.2 Demonstrate <i>artistic intent</i> in choreography that utilizes various <i>movement vocabularies</i></p>	<p>CR.1.8.2 Identify choices made in the development of movement that communicate intent</p>	<p>CCRA.SL.2, 3, 4 CCRA.L.6</p>

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CR.2.5.1 Develop a main idea while manipulating a variety of <i>choreographic devices</i> to expand movement patterns and structures	CR.2.6.1 Develop a <i>dance study</i> that supports an <i>artistic intent</i> , using <i>choreographic devices</i> and <i>dance structures</i>	CR.2.7.1 Develop a <i>dance study</i> with a clear <i>artistic intent</i> , using <i>choreographic devices</i> and <i>dance structures</i>	CR.2.8.1 Collaborate to develop a <i>dance study</i> with a clear <i>artistic intent</i> , using <i>choreographic devices</i> and <i>dance structures</i>	CCRA.SL.1, 2, 4
CR.2.5.2 Select a specific <i>movement vocabulary</i> to develop a <i>dance study</i> that communicates a main idea	CR.2.6.2 Identify artistic criteria necessary to communicate a main idea in a <i>dance study</i>	CR.2.7.2 Choreograph a <i>dance study</i> that communicates personal or cultural meaning, using artistic criteria	CR.2.8.2 Articulate the manner in which artistic criteria clarifies the intent of a <i>dance study</i>	CCRA.SL.1, 4 CCRA.L.6

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CR.3.5.1 Utilize feedback from others to expand choreographic possibilities for a short <i>dance study</i> that communicates <i>artistic intent</i>	CR.3.6.1 Utilize feedback to revise dance compositions that communicate <i>artistic intent</i>	CR.3.7.1 Evaluate possible revisions of dance compositions that clearly communicate <i>artistic intent</i> , based on self-reflection and feedback	CR.3.8.1 Articulate the manner in which revisions to choreography developed collaboratively or independently clarify and enhance the <i>artistic intent</i>	CCRA.SL.1, 2, 3, 4
CR.3.5.2 Record changes in a dance sequence through symbols, writing, or a form of technology	CR.3.6.2 Formulate a system to record a dance sequence through writing, symbols, or a form of technology	CR.3.7.2 Investigate a recognized system to document a dance sequence by using writing, symbols, or technologies	CR.3.8.2 Experiment with aspects of a recognized system to document a section of a dance by using writing, symbols, and/or technologies	CCRA.W.4, 6, 8 CCRA.SL.5

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
<p>P.4.5.1 Design a dance sequence that integrates <i>dynamic</i> shapes and floor and air pathways, using both static and <i>dynamic</i> shapes that establish relationships with other dancers through focus of eyes and body parts</p>	<p>P.4.6.1 Refine spatial awareness in both partner and ensemble skills using diverse pathways, levels, and patterns</p>	<p>P.4.7.1 Expand <i>movement vocabulary</i> to include different shapes and movements for interest and contrast</p>	<p>P.4.8.1 Construct body shapes in relation to other dancers, objects, and environment</p>	<p>CCRA.SL.1, 4 CCRA.L.6</p>
<p>P.4.5.2 Dance to a variety of rhythms that respond to changes in meter</p>	<p>P.4.6.2 Explore combinations of sudden and sustained timing as it relates to both the time and the <i>dynamics</i> of a <i>dance phrase</i> or dance work (e.g., accurately use accented and unaccented beats in 3/4 and 4/4 meter)</p>	<p>P.4.7.2 Experiment with time using accents and variation within a <i>dance phrase</i></p>	<p>P.4.8.2 Incorporate <i>energy</i> and <i>dynamics</i> into technique exercises</p>	<p>CCRA.SL.2, 3, 4</p>

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
P.5.5.1 Demonstrate safe body-use practices during technical exercises and movement combinations	P.5.6.1 Apply basic anatomical knowledge, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing	P.5.7.1 Utilize healthy practices and sound nutrition to support dance activities and everyday life	P.5.8.1 Evaluate personal healthful practices in relation to dance activities and everyday life, including sound nutrition and injury prevention	CCRA.SL.2, 3 CCRA.L.6
P.5.5.2 Execute a series of <i>dance phrases</i> using fundamental dance skills (e.g., alignment, coordination, balance, core support, <i>kinesthetic awareness</i> , and clarity of movement)	P.5.6.2 Employ technical dance skills to accurately execute <ul style="list-style-type: none"> • changes of direction • levels • pathways • elevations and landings • extensions of limbs • movement transitions 	P.5.7.2 Apply body awareness to accommodate physical and maturational development to technical dance skills	P.5.8.2 Exemplify technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical <i>dance phrases</i>	CCRA.SL.4 CCRA.L.6
P.5.5.3 Develop ensemble skills (e.g., repeat sequences, synchronize actions, refine spatial relationships)	P.5.6.3 Collaborate as an ensemble to solve movement problems by testing options and finding results	P.5.7.3 Collaborate with peers to develop group performance goals	P.5.8.3 Collaborate with peers to discover strategies for achieving group performance goals	CCRA.SL.1
P.5.5.4 Identify production elements that enhance and intensify the <i>artistic intent</i> of the dance and are adaptable to various performance spaces	P.5.6.4 Utilize production elements that enhance and intensify the <i>artistic intent</i> of the dance and are adaptable to various performance spaces	P.5.7.4 Utilize complex production elements that enhance and intensify the <i>artistic intent</i> of the dance and are adaptable to various performance spaces	P.5.8.4 Utilize increasingly complex production elements that enhance and intensify the <i>artistic intent</i> of the dance and are adaptable to various performance spaces	CCRA.SL.4 CCRA.L.6

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
P.6.5.1 Identify, with guidance, the needs of specific choreography in alternate performance venues	P.6.6.1 Demonstrate, with guidance, the ability to adapt dance to alternative performance venues	P.6.7.1 Identify, independently, the needs of specific choreography in alternate performance venues	P.6.8.1 Demonstrate, independently, the ability to adapt dance to alternative performance venues	CCRA.SL.4
P.6.5.2 Students will continue to use proper dance <i>etiquette</i> during class, rehearsal, and performance in subsequent years of Dance K-8	P.6.6.2 Students will continue to use proper dance <i>etiquette</i> during class, rehearsal, and performance in subsequent years of Dance K-8	P.6.7.2 Students will continue to use proper dance <i>etiquette</i> during class, rehearsal, and performance in subsequent years of Dance K-8	P.6.8.2 Students will continue to use proper dance <i>etiquette</i> during class, rehearsal, and performance in subsequent years of Dance K-8	CCRA.SL.4 CCRA.L.6

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
R.7.5.1 Identify <i>artistic intent</i> from movement patterns in a dance	R.7.6.1 Identify recurring movement patterns in dance	R.7.7.1 Discuss the relationship between movement patterns in dance	R.7.8.1 Discuss the relationship between movement patterns and artistic intent in dance	CCRA.SL.1, 3, 4
R.7.5.2 Explain similarities and differences between various <i>genre-</i> or culture-specific dance movements using, basic dance terminology	R.7.6.2 Identify <i>elements of dance</i> in <i>genre-</i> or culture-specific dances, using appropriate dance terminology	R.7.7.2 Explain <i>elements of dance</i> in <i>genre-</i> or culture-specific dances, using appropriate dance terminology	R.7.8.2 Compare <i>elements of dance</i> in <i>genre-</i> or culture-specific dances using, appropriate dance terminology	CCRA.SL.4 CCRA.L.6

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
R.8.5.1 Interpret purpose in a dance based on its movement and main idea, using basic dance terminology	R.8.6.1 Explain how the <i>elements of dance</i> display the intent of a dance, using dance terminology	R.8.7.1 Compare and contrast the use of the <i>elements of dance</i> to display the intent of various dances, using dance terminology	R.8.8.1 Discuss the manner in which the <i>elements of dance</i> , use of the body, dance technique, and context express the <i>artistic intent</i> of a dance, citing evidence from the dance	CCRA.SL.2, 3, 4 CCRA.L.6

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
R.9.5.1 Describe the artistic and meaningful qualities of dance <i>genres</i> and <i>styles</i> , using basic dance terminology	R.9.6.1 Describe the <i>artistic intent</i> of dance <i>genres</i> and <i>styles</i> , using basic dance terminology	R.9.7.1 Identify similarities and differences in <i>artistic intent</i> , content, and context in dance <i>genres</i> and <i>styles</i> , using <i>genre</i> -specific dance terminology	R.9.8.1 Evaluate similarities and differences in <i>artistic intent</i> , content, and context in dance <i>genres</i> and <i>styles</i> , using <i>genre</i> -specific dance terminology	CCRA.SL.3 CCRA.L.6
R.9.5.2 Construct criteria to evaluate dances using <i>genre</i> -specific dance terminology	R.9.6.2 Refine criteria to evaluate dances using <i>genre</i> -specific dance terminology	R.9.7.2 Apply criteria to evaluate dances using <i>genre</i> -specific dance terminology	R.9.8.2 Evaluate content, context, <i>genre</i> , and <i>style</i> using criteria to determine what makes an effective performance, using <i>genre</i> -specific dance terminology	CCRA.W.4, 5, 9 CCRA.L.6

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CN.10.5.1 Describe similarities and differences of a dance's main idea to personal experiences, relationships, or perspectives	CN.10.6.1 Discuss personal feelings and ideas evoked by dances with contrasting themes	CN.10.7.1 Discuss <i>genre</i> -specific movement qualities and their relationship to personal attitudes and movement preferences	CN.10.8.1 Relate <i>genre</i> -specific movement qualities to the development of one's personal perspectives	CCRA.SL.1, 2, 3, 4
CN.10.5.2 Express multiple perspectives about an issue or event using movement	CN.10.6.2 Compare similarities and differences of dance and another art form's perspective about an issue or event	CN.10.7.2 Create a <i>dance study</i> that expresses a personal point of view based on the research of a social issue	CN.10.8.2 Create a <i>dance study</i> that expresses multiple points of view, based on research of a social issue	CCRA.R.2, 3, 6, 7, 9 CCRA.W.1, 7, 9 CCRA.SL.4

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
<p>CN.11.5.1 Distinguish the manner in which the movement characteristics of dance communicate the ideas and perspectives of the culture, historical period, or community from which the dance originated</p>	<p>CN.11.6.1 Interpret the manner in which the movement characteristics of a dance communicate its purpose or meaning within the cultural, historical, and/or community from which the dance originated</p>	<p>CN.11.7.1 Analyze similarities and differences of dances from multiple cultures, historical periods, or communities</p>	<p>CN.11.8.1 Formulate reasons for the similarities and differences of dances from multiple cultures, historical periods, or communities</p>	<p>CCRA.R.7, 9 CCRA.W.9 CCRA.SL.2, 4</p>

Glossary for Dance K-8

Artistic expression	The manifestations of artistic intent through dance, involving the dance and the dancers within a context
Artistic intent	The emotions, thoughts, and ideas that a dancer or choreographer seeks to convey by manipulating the elements of dance
Choreographic device	Manipulation of dance movement, sequences, or phrases (e.g., repetition, inversion, accumulation, cannon, retrograde, call and response)
Dance phrase	A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion
Dance structure	The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (e.g., AB, ABA, or theme and variation)
Dance study	A short dance that is comprised of several dance phrases based on an artistic idea
Dynamic	A characteristic of movement which lends expression and style
Elements of dance	The key components of movement; movement of the body using space, time, and energy
Energy	Thy dynamic quality, force attach, weight, and flow of movement
Etiquette	Protocols for behavior during a rehearsal or a performance
Genre	Style, category, class, or type of music (e.g., ballet, jazz, modern, folk, tap)
Improvise	Movement created spontaneously, ranging from free-form to highly structured environments
Kinesthetic awareness	Pertaining to sensations and understanding of bodily movement
Locomotor	Movement that travel from place to place, usually identified by weight transference on the feet (e.g., walk, run, leap, hop, jump, skip, slide, gallop)
Movement vocabulary	Codified or personal movement characteristics that define a movement style
Non-locomotor	Movement that remains in place; movement that does not travel from one location to another or in a pathway through space
Style	Characteristics of particular people or groups of people or periods that make genres of dance unique

Contributors

The following people contributed to the development of this document:

Brooke Brewer – Alma School District	Traci Presley – Little Rock School District
M'Shay Callicott – Little Rock School District	Lakeisha Sharpley – Little Rock School District
Elizabeth Davis – Rogers School District	Stephanie Thibeault – University of Arkansas at Little Rock
Christen Pitts – North Little Rock School District	Michael Tidwell – Little Rock School District