

STATE OF CALIFORNIA VISUAL & PERFORMING ARTS CONTENT STANDARDS & STRANDS

At-A-Glance: Dance

Grade Level: K – 3, 6

- 1.0 Artistic Perception:** Students will perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance
- 2.0 Creative Expression:** Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.
- 3.0 Historical and Cultural Context:** Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.
- 4.0 Aesthetic Valuing:** Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.
- 5.0 Connections, Relationships, Applications:** Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Condensed version edited by Music Center Education Division

Complete VAPA Content Standards for Pre-K - 12th grades available at: <http://www.cde.ca.gov/sbsd/arts>

KINDERGARTEN**DANCE**

Basic Dance Elements & Concepts building range, basic locomotor skills, movement response elements: space, time, energy (opposites, high/low, fast/slow, strong/weak)	Dance Forms traditional folk dances movement improvisation	Identify Instruments body
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Artistic Perception**1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Dance**

- *Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary*

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.3 Understand and respond to a wide range of opposites (e.g. high/low, forward/backward).
- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

Creative Expression**2.0 Creating, performing, & participating in Dance**

- *Creation/Invention of Dance Movements*

- 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.

Historical & Cultural Context**3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance**

- *Development of Dance*

- 3.1 Name and perform folk/traditional dances from the United States and other countries.

Aesthetic Valuing**4.0 Responding to, Analyzing, & Making Judgments about Works of Dance**

- *Description, Analysis, and Criticism of Dance*

- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

Connection, Relations, Applications**5.0 Connecting & Applying What is Learned in Dance to Learning in Other Art Forms & Subject Areas and to Careers**

- *Connections and Applications Across Disciplines*

- 5.1 Give examples of the relationship between everyday movement in school and dance movement.

FIRST GRADE**DANCE**

Basic Dance Elements & Concepts develop/name basic locomotor skills, perform movement problems, beginning/middle/end; elements: shape, line, levels	Dance Forms Traditional folk dances, improvisation	Identify Instruments body
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Artistic Perception**1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Dance**

- *Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary*

- 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
- 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).
- 1.4 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Creative Expression**2.0 Creating, performing, & participating in Dance**

- *Creation/Invention of Dance Movements; Application of Choreographic Principles and Processes to Creating Dance; Communication of Meaning in Dance; Development of Partner and Group Skills*

- 2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).
- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).
- 2.3 Create short movement sequence with a beginning, a middle, and an end
- 2.4 Create shapes and movements at low, middle, and high levels.
- 2.5 Imitate simple movement patterns
- 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement
- 2.7 Perform improvised movement ideas for peers.
- 2.8 Work with others in a group to solve specific dance problem (e.g., design three shapes – high, medium and low; create slow and fast movements).

Historical & Cultural Context**3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance**

- *Development of Dance; History and Function of Dance*

- 3.1 Name and perform folk/traditional dances from other countries
- 3.2 Describe aspects of the style, costumes, and music of a dance
- 3.3 List commonalities among basic locomotor movements in dances from various countries
- 3.4 Identify where and when people dance

Aesthetic Valuing**4.0 Responding to, Analyzing, & Making Judgments about Works of Dance**

- *Description, Analysis, and Criticism of Dance*

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., Seven Jumps, La Raspa).
- 4.2 Describe the experience of dancing two different dances
- 4.3 Describe how they communicate an idea or a mood in dance (e.g., with exaggerated everyday gesture or emotional energies).

Connection, Relations, Applications**5.0 Connecting & Applying What is Learned in Dance to Learning in Other Art Forms & Subject Areas and to Careers**

- *Connections and Applications Across Disciplines*

- 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).
- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics – shape, counting; language arts – beginning, middle, and end).

Basic Dance Elements & Concepts Locomotor skills, axial movements, keeping time, dance phrasing, beginning/middle/end, direction changes	Dance Forms Social and folk dances	Identify Instruments body
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Artistic Perception

1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Dance

- *Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary*

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shakes, turn and stretch, bend and twist).
- 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting)
- 1.4 Expand the ability to incorporate spatial concepts with movement problems.
- 1.5 Name a large number of locomotor and axial movements used in dance.

Creative Expression

2.0 Creating, performing, & participating in Dance

- *Creation/Invention of Dance Movements; Application of Choreographic Principles and Processes to Creating Dance; Communication of Meaning in Dance; Development of Partner and Group Skills*

- 2.1 Create and improvise movement patterns and sequences
- 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to B?)
- 2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.
- 2.5 Develop a dance phrase that has a sense of unity
- 2.6 Create, memorize, and perform original expressive movements for peers.
- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g., imitating and leading/following).

Historical & Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance

- *Development of Dance; History and Function of Dance*

- 3.1 Name and perform social and traditional dances from various cultures.
- 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
- 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).
- 3.4 Describe dances seen in celebrations and community events.

Aesthetic Valuing

4.0 Responding to, Analyzing, & Making Judgments about Works of Dance

- *Description, Analysis, and Criticism of Dance; Meaning and Impact of Dance*

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, types of energy).
- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).
- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

Connection, Relations, Applications

5.0 Connecting & Applying What is Learned in Dance to Learning in Other Art Forms & Subject Areas and to Careers

- *Connections and Applications Across Disciplines; Development and Career Competencies*

- 5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).
- 5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).
- 5.3 Describe how choreographers create dances.
- 5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).

THIRD GRADE

DANCE

Basic Dance Elements & Concepts

Use and control of basic locomotor skills, complex movement patterns, pathways, partnering, tempo, mirror, movement qualities: swing, melt, explode, quiver

Dance Forms

Ceremonial/folk/traditional dances

Identify Instruments

Body, costumes, shoes

Artistic Perception

1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Dance

- *Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary*

- 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles & slide in zigzags). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
- 1.2 Demonstrate the ability to start, change, and stop movement
- 1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver)
- 1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select, combine three locomotor movements traveling in three different pathways and using three different tempos).
- 1.5 Describe dance elements used in personal work and that of others.

Creative Expression

2.0 Creating, performing, & participating in Dance

- *Creation/Invention of Dance Movements; Application of Choreographic Principles and Processes to Creating Dance; Communication of Meaning in Dance; Development of Partner and Group Skills*

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
- 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).
- 2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.
- 2.4 Create a wide variety of shapes and movements, using different levels in space.
- 2.5 Perform dances to communicate personal meaning, using focus and expression.
- 2.6 Compare and contrast the role of the performer with that of a member of the audience.
- 2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).
- 2.8 Create, memorize, and perform original movement sequences with a partner or a small group.

Historical & Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance

- *Development of Dance; History and Function of Dance; Diversity of Dance*

- 3.1 Describe commonalities among and differences between dances from various countries.
- 3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).
- 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.
- 3.4 Describe how costumes and shoes influence dance movement.
- 3.5 Name and demonstrate dances of Native Americans.

Aesthetic Valuing

4.0 Responding to, Analyzing, & Making Judgments about Works of Dance

- *Description, Analysis, and Criticism of Dance*

- 4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).
- 4.2 Explain and demonstrate what it means to be a good audience member
- 4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g. focus, strength, coordination)

Connection, Relations, Applications

5.0 Connecting & Applying What is Learned in Dance to Learning in Other Art Forms & Subject Areas and to Careers

- *Connections and Applications Across Disciplines; Development of Life Skills and Career Competencies*

- 5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways – maps and grids; geometric shapes – body shapes).
- 5.2 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).
- 5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.
- 5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).

Basic Dance Elements & Concepts focus, physical control, coordination, force/energy qualities, contrast, unity, variety, imitating vs. creating material, differing musical rhythms/styles, choreography	Dance Forms cultural dance, dance in daily life	Identify Instruments body
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Artistic Perception

1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Dance

- *Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary*

- 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.
- 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.
- 1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.
- 1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

Creative Expression

2.0 Creating, performing, & participating in Dance

- *Creation/Invention of Dance Movements; Application of Choreographic Principles and Processes to Creating Dance; Communication of Meaning in Dance; Development of Partner and Group Skills*

- 2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
- 2.2 Compare and demonstrate the difference between imitating movement and creating original material.
- 2.3 Describe and incorporate dance forms in dance studies.
- 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).
- 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.
- 2.6 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).
- 2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.
- 2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, sequence building).

Historical & Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance

- *Development of Dance; History and Function of Dance; Diversity of Dance*

- 3.1 Compare and contrast features of dances already performed from different countries.
- 3.2 Explain the importance and function of dance in students' lives.
- 3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

Aesthetic Valuing

4.0 Responding to, Analyzing, & Making Judgments about Works of Dance

- *Description, Analysis, and Criticism of Dance; Meaning and Impact of Dance*

- 4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).
- 4.2 Propose ways to revise choreography according to established assessment criteria.
- 4.3 Discuss the experience of performing personal work for others.
- 4.4 Distinguish the differences between viewing live and recorded dance performances.

Connection, Relations, Applications

5.0 Connecting & Applying What is Learned in Dance to Learning in Other Art Forms & Subject Areas and to Careers

- *Connections and Applications Across Disciplines; Development of Life Skills and Career Competencies*

- 5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).
- 5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).
- 5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).