



# DANCE

## ARTISTIC PROCESS CREATE

# ALASKA ARTS STANDARDS

### Anchor Standard #1 - Generate and conceptualize artistic ideas and work

**Enduring Understanding:** Choreographers use a variety of sources as inspiration in order to transform concepts and ideas into movement for artistic expression.

**Essential Question:** How do choreographers generate ideas for dances?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:CR1a-K	DA:CR1a-1	DA:CR1a-2	DA:CR1a-3	DA:CR1a-4	DA:CR1a-5	DA:CR1a-6	DA:CR1a-7	DA:CR1a-8	DA:CR1a-HSP	DA:CR1a-HSAC	DA:CR1a-HSAD
a. Respond in movement to a variety of stimuli (e.g. music/sound, text, objects, images, symbols).	a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, experiences) and identify the source.	a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, experiences) and suggest additional sources for movement ideas.	a. Experiment with a variety of self-selected stimuli (e.g. music/sound, text, objects, images, notation, experiences) for movement.	a. Identify ideas for choreography generated from a variety of stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences).	a. Build content for choreography using several stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g. music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand artistic expression.	a. Compare a variety of stimuli (e.g. music, notation, natural phenomena, personal experience/recall, current news or social events) to develop artistic expression.	a. Implement movement from a variety of stimuli (e.g. music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop content for an original dance.	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance. Analyze the process and the relationship between the stimuli and the movement.	a. Synthesize content generated from stimulus materials to choreograph dances using original or codified movement.	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
DA:CR1b-K	DA:CR1b-1	DA:CR1b-2	DA:CR1b-3	DA:CR1b-4	DA:CR1b-5	DA:CR1b-6	DA:CR1b-7	DA:CR1b-8	DA:CR1b-HSP	DA:CR1b-HSAC	DA:CR1b-HSAD
b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	b. Combine a variety of movements while manipulating the elements of dance.	b. Explore a given movement challenge. Select and demonstrate a solution.	b. Develop a movement challenge and manipulate the elements of dance to find a solution.	b. Construct and solve multiple movement challenges to develop choreographic content.	b. Explore various movement vocabularies to transfer ideas into choreography.	b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using specific dance terminology.	b. Identify and select personal preferences to create an original dance. Use specific dance terminology to articulate choices made in movement.	b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance.	b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.	b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

### Anchor Standard #2 - Organize and develop artistic ideas and work

**Enduring Understanding:** The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question:** What influences choice-making in creating choreography?

Kindergarten-3rd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:CR2a-K	DA:CR2a-1	DA:CR2a-2	DA:CR2a-3	DA:CR2a-4	DA:CR2a-5	DA:CR2a-6	DA:CR2a-7	DA:CR2a-8	DA:CR2a-HSP	DA:CR2a-HSAC	DA:CR2a-HSAD
a. Improvise dance that has a beginning, middle, and end.	a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g. AB, ABA, theme and development).	a. Manipulate or modify choreographic devices to expand movements; create a variety of movement patterns and structures. Discuss movement choices.	a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Discuss movement choices.	a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance. Articulate the group process for making movement and structural choices.	a. Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how the dance structures clarify the artistic intent.	a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
DA:CR2b-K	DA:CR2b-1	DA:CR2b-2	DA:CR2b-3	DA:CR2b-4	DA:CR2b-5	DA:CR2b-6	DA:CR2b-7	DA:CR2b-8	DA:CR2b-HSP	DA:CR2b-HSAC	DA:CR2b-HSAD
b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	b. Choose movements that express an idea or emotion, or follow a musical phrase.	b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance that expresses and communicates a main idea. Discuss the effect of the movement choices.	b. Develop a dance by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	b. Choreograph a dance that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	b. Determine artistic and/or cultural criteria to choreograph a dance that communicates personal or cultural meaning. Articulate how the artistic/cultural criteria serve to communicate the meaning of the dance.	b. Define and apply artistic and/or cultural criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria intensify the meaning of the dance.	b. Develop an artistic statement for an original dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.	b. Develop an artistic statement that reflects a personal aesthetic for an original dance. Select and demonstrate movements that support the artistic statement.	b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

### Anchor Standard #3 - Refine and complete artistic work

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work.

**Essential Question:** How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:CR3a-K	DA:CR3a-1	DA:CR3a-2	DA:CR3a-3	DA:CR3a-4	DA:CR3a-5	DA:CR3a-6	DA:CR3a-7	DA:CR3a-8	DA:CR3a-HSP	DA:CR3a-HSAC	DA:CR3a-HSAD
a. Explore suggestions for changing movement through guided improvisational experiences.	a. Explore changes to movement from guided improvisation and/or short remembered sequences.	a. Make choices to change movement from guided improvisation and/or short remembered sequences.	a. Revise movement choices in response to feedback to improve a short dance. Describe the differences the changes made.	a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance. Explain choices made in the process.	a. Explore through movement feedback from others to expand choreographic possibilities for a short dance that communicates artistic intent. Explain the movement choices and refinements.	a. Revise dance compositions using collaboratively developed artistic and/or cultural criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Consider possible revisions of dance compositions based on self-reflection, artistic/cultural criteria, and feedback from others. Explain reasons for choices and how they clarify artistic intent.	a. Revise choreography collaboratively or independently based on artistic and/or cultural criteria, self-reflection, and feedback from others. Articulate reasons for choices and revisions; explain how they clarify and enhance artistic intent.	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
DA:CR3b-K	DA:CR3b-1	DA:CR3b-2	DA:CR3b-3	DA:CR3b-4	DA:CR3b-5	DA:CR3b-6	DA:CR3b-7	DA:CR3b-8	DA:CR3b-HSP	DA:CR3b-HSAC	DA:CR3b-HSAD
b. Depict a dance movement by drawing a picture or using a symbol.	b. Depict several different types of movements of a dance by drawing a picture or using a symbol (e.g. jump, turn, slide, bend, reach).	b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g. high, middle, low).	b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g. next to, above, below, behind, in front of).	b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technology.	b. Experiment with a recognized system to document a dance sequence by using words, symbols, or media technology.	b. Compare recognized systems to document a section of a dance using writing, symbols, or using media technology.	b. Develop a strategy to record a dance using recognized systems of dance documentation (e.g. writing, a form of notation symbols, or using media technology).	b. Document a dance using recognized systems of dance documentation (e.g. writing, a form of notation symbols, or using media technology).



# DANCE

## ARTISTIC PROCESS PRESENT

# ALASKA ARTS STANDARDS

### Anchor Standard #4 - Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation and/or production

**Enduring Understanding:** Dancers understand and use elements of dance to express ideas.

**Essential Question:** How do dancers use dance elements to communicate artistic expression?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA-PR4a-K	DA-PR4a-1	DA-PR4a-2	DA-PR4a-3	DA-PR4a-4	DA-PR4a-5	DA-PR4a-6	DA-PR4a-7	DA-PR4a-8	DA-PR4a-HSP	DA-PR4a-HSAC	DA-PR4a-HSAD
a. Make still and moving body shapes that show lines (e.g. straight, bent, curved), changes levels, and vary in size (large/small). Join with others to make and then change a circle formation.	a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.	a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.	a. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.	a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships through eye contact (if culturally appropriate) with other dancers.	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through contact with eyes (if culturally appropriate) and other body parts (e.g. elbows, hands). Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres, cultural traditions (e.g. yuraq) and styles for the purpose of expanding movement vocabulary.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use eye contact (if culturally appropriate) during complex floor and air patterns or direct and indirect pathways.	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with focus while maintaining relationships through focus and intentionality.	a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
DA-PR4b-K	DA-PR4b-1	DA-PR4b-2	DA-PR4b-3	DA-PR4b-4	DA-PR4b-5	DA-PR4b-6	DA-PR4b-7	DA-PR4b-8	DA-PR4b-HSP	DA-PR4b-HSAC	DA-PR4b-HSAD
b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beats.	b. Identify the length of time a move or phrase takes (e.g. long or short). Identify and move on the downbeat in duplet and triple meter. Correlate metric phrasing with movement phrasing.	b. Fill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.	b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.	b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.	b. Use combinations of sudden and sustained timing as they relate to both the time and the dynamics of a phrase or dance. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.	b. Vary durational approach in dance phrasing by using timing accents and variations to add interest kinesthetically, rhythmically, and visually.	b. Analyze and select metric, kinetic, and breath phrasing and apply to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.	b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform dances and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."	b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (e.g. contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.
DA-PR4c-K	DA-PR4c-1	DA-PR4c-2	DA-PR4c-3	DA-PR4c-4	DA-PR4c-5	DA-PR4c-6	DA-PR4c-7	DA-PR4c-8	DA-PR4c-HSP	DA-PR4c-HSAC	DA-PR4c-HSAD
c. Identify and apply different universal characteristics to movements (e.g. slow, smooth, wavy).	c. Demonstrate universal movement characteristics along with movement vocabulary (e.g. use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump).	c. Select and apply appropriate characteristics of movements (e.g. select specific adverbs and adjectives; apply to movements).	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten effect.	c. Analyze movements and phrases for use of energy and dynamic changes; use adverbs and adjectives to describe them. Based on the analysis, refine movement phrases.	c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.	c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements; apply them to technique exercises and dance phrases.	c. Compare and contrast movement characteristics from a variety of dance genres, cultural traditions, or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform characteristics clearly.	c. Incorporate energy and dynamics to technique exercises and dance performance.	c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.	c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.	c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

### Anchor Standard #5 - Develop and refine artistic work for performances, presentations and/or productions

**Enduring Understanding:** Dancers use the mind-body connection and develop the body as an instrument for artistic expression.

**Essential Question:** What must a dancer do to prepare the mind and body for artistic expression?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA-PR5a-K	DA-PR5a-1	DA-PR5a-2	DA-PR5a-3	DA-PR5a-4	DA-PR5a-5	DA-PR5a-6	DA-PR5a-7	DA-PR5a-8	DA-PR5a-HSP	DA-PR5a-HSAC	DA-PR5a-HSAD
a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	a. Demonstrate fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling sequences and sequences of locomotor and non-locomotor movements.	a. Recall and execute a series of dance phrases using fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	a. Apply technical dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.	a. Apply technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Apply technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Dance toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	a. Apply body-mind principles to technical dance skills in complex choreography when performing in solo, partner, or ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
DA-PR5b-K	DA-PR5b-1	DA-PR5b-2	DA-PR5b-3	DA-PR5b-4	DA-PR5b-5	DA-PR5b-6	DA-PR5b-7	DA-PR5b-8	DA-PR5b-HSP	DA-PR5b-HSAC	DA-PR5b-HSAD
b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	b. Move safely in general space through a range of activities and group formations while maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	b. Adjust body to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	b. Execute techniques that extend movement range, build strength, and develop endurance. Discuss how these practices, along with healthy eating habits, promote strength, flexibility, endurance, injury prevention, and healing.	b. Demonstrate safety during technical exercises and movement combinations. Synchronize actions, and refine spatial relationships to improve performance. Apply feedback from others to establish personal performance goals.	b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies when warming up and dancing.	b. Use healthful practices and sound nutrition. Discuss benefits of practices and how choices enhance performance.	b. Evaluate personal healthful practices, including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.	b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.	b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
DA-PR5c-K	DA-PR5c-1	DA-PR5c-2	DA-PR5c-3	DA-PR5c-4	DA-PR5c-5	DA-PR5c-6	DA-PR5c-7	DA-PR5c-8	DA-PR5c-HSP	DA-PR5c-HSAC	DA-PR5c-HSAD
c. Move body parts in relation to other body parts and repeat and recall movements upon request.	c. Modify movements and spatial arrangements upon request.	c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.	c. Recall movement sequences with a partner or other dancers to safely change levels, directions, and pathway designs.	c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g. music, text, or lighting). Reflect on feedback from others to inform personal performance goals.	c. Collaborate with peers to repeat sequences, synchronize actions, and refine spatial relationships to improve performance. Apply feedback from others to establish personal performance goals.	c. Collaborate as an ensemble to refine expectations through observation and analysis (e.g. view live or recorded professional dances).	c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis (e.g. view live or recorded professional dances).	c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (e.g. journaling, portfolio, or timeline).	c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (e.g. video recordings). Articulate performance goals and justify reasons for selecting particular practice strategies.	c. Plan and execute collaborative and independent rehearsals with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.	c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

### Anchor Standard #6 - Perform, present and/or produce artistic work

**Enduring Understanding:** Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

**Essential Question:** How do dancers collaborate within an ensemble to engage audiences in performances?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA-PR6a-K	DA-PR6a-1	DA-PR6a-2	DA-PR6a-3	DA-PR6a-4	DA-PR6a-5	DA-PR6a-6	DA-PR6a-7	DA-PR6a-8	DA-PR6a-HSP	DA-PR6a-HSAC	DA-PR6a-HSAD
a. Dance for and with others in a designated space.	a. Dance for others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Identify the main areas of a performance space using production terminology (e.g. stage right, stage left, center stage, upstage, and downstage).	a. Consider how to establish a formal performance space from an informal setting (e.g. gymnasium).	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements.	a. Recognize needs and adapt movements to performance area. Use performance etiquette and practices during class, rehearsal and performance. Post-performance, accept suggestions from choreographer/expert and make corrections as needed and apply to future performances.	a. Recommend changes to and adapt movements to performance area. Use performance etiquette and practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept suggestions from choreographer/expert and apply suggestions to future performances.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept suggestions from choreographer/expert and apply suggestions to future performances.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette during class, rehearsal and performance. Implement performance strategies to enhance production. Post-performance, accept notes from choreographer and apply suggestions to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology.
DA-PR6b-K	DA-PR6b-1	DA-PR6b-2	DA-PR6b-3	DA-PR6b-4	DA-PR6b-5	DA-PR6b-6	DA-PR6b-7	DA-PR6b-8	DA-PR6b-HSP	DA-PR6b-HSAC	DA-PR6b-HSAD
b. Select a prop to use as part of a dance.	b. Explore the use of simple props to enhance performance.	b. Use limited production elements (e.g. hand props, simple scenery, or media projections) in a performance.	b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a performance space.	b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	b. Identify, explore, and select production elements that heighten the artistic intent of a dance and are adaptable for various performance spaces.	b. Compare and contrast a variety of possible production elements that would intensify the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	b. Explore possibilities of producing dance in a variety of venues or for different audiences. Explain how the production elements might be handled in different situations.	b. Collaborate to design and execute production elements that would intensify the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.	b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify the artistic intent of the dances.	b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.	b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.



# DANCE

## ARTISTIC PROCESS RESPOND

# ALASKA ARTS STANDARDS

### Anchor Standard #7 - Recognize and analyze artistic works, including those from diverse cultural traditions

**Enduring Understanding:** Dance is recognized and analyzed to comprehend meaning.

**Essential Question:** How is dance understood?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:RE7a-K	DA:RE7a-1	DA:RE7a-2	DA:RE7a-3	DA:RE7a-4	DA:RE7a-5	DA:RE7a-6	DA:RE7a-7	DA:RE7a-8	DA:RE7a-HSP	DA:RE7a-HSAC	DA:RE7a-HSAD
a. Find a movement that repeats in a dance.	a. Find a movement that repeats in a dance to make a pattern.	a. Find movements in a dance that develop a pattern.	a. Find a movement pattern that creates a movement phrase in a dance.	a. Find patterns of movement in dance works that create a style or theme or tell a story.	a. Find meaning or artistic intent in the patterns of movement in a dance.	a. Describe or demonstrate recurring movement patterns and how they relate to one another in a dance.	a. Compare, contrast, and discuss patterns of movement and their relationships in a dance.	a. Describe, demonstrate and discuss patterns of movement and their relationships in a dance, considering artistic intent.	a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	a. Analyze dance works from a variety of dance genres and styles, and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
b. Demonstrate or describe observed or performed dance movements.	b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.	b. Demonstrate and describe movements in dances from different genres or cultures.	b. Demonstrate and explain how one dance genre is different from another, or how culturally specific movements differ from one another.	b. Demonstrate and explain how dance styles differ within a genre or within a culture.	b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own culture. Compare them to the qualities and characteristics of style found in a different dance genre, style, or culture.	Explain how the elements of dance are used in a variety of dance genres, styles, or cultures. Use genre-specific dance terminology.	b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultures. Use genre-specific dance terminology.	b. Explain how the elements of dance are used in a variety of genres, styles, or cultures to communicate intent or narrative. Use genre-specific dance terminology.	b. Analyze the use of elements of dance in a variety of genres, styles, or cultures within its cultural context to communicate intent. Use genre-specific dance terminology.	b. Analyze and compare the movement patterns and their relationships, in a variety of genres, styles, or cultures and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultures. Use genre-specific dance terminology.

### Anchor Standard #8 - Interpret intent and meaning in artistic work

**Enduring Understanding:** Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question:** How is dance interpreted?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:RE8a-K	DA:RE8a-1	DA:RE8a-2	DA:RE8a-3	DA:RE8a-4	DA:RE8a-5	DA:RE8a-6	DA:RE8a-7	DA:RE8a-8	DA:RE8a-HSP	DA:RE8a-HSAC	DA:RE8a-HSAD
a. Observe movement and describe it using simple dance terms.	a. Select movements from a dance that suggest ideas, and explain how the movement captures the idea using simple dance terms.	a. Use context cues from movement to identify meaning and intent in a dance using simple dance terms.	a. Select specific context cues from movement. Explain how they relate to the main idea of a dance using basic dance terminology.	a. Relate movements, ideas, and context to describe meaning in a dance using basic dance terminology.	a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of a dance using basic dance terminology.	a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, technique, structure, and context. Explain how these communicate the intent of the dance using genre and/or culturally specific dance terminology.	a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, technique, and context. Use genre and/or culturally specific dance terminology.	a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, technique and context. Cite evidence in the dance to support your interpretation using genre and/or culturally specific dance terminology.	a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.	a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.	a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultures. Use genre specific dance terminology.

### Anchor Standard #9 - Apply criteria to evaluate artistic work

**Enduring Understanding:** Criteria for evaluating dance vary across genres, styles, and cultures.

**Essential Question:** What criteria are used to evaluate dance?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:RE9a-K	DA:RE9a-1	DA:RE9a-2	DA:RE9a-3	DA:RE9a-4	DA:RE9a-5	DA:RE9a-6	DA:RE9a-7	DA:RE9a-8	DA:RE9a-HSP	DA:RE9a-HSAC	DA:RE9a-HSAD
a. Identify a movement in a dance. Demonstrate that movement and explain why it attracted attention.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they might have been chosen.	a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances interesting using simple dance terms.	a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology how they are alike and different.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or culture. Use basic dance terminology.	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or culture.	a. Discuss the characteristics and artistic intent of a dance from a genre, style, or culture and develop artistic criteria to critique the dance using genre or culturally specific dance terminology.	a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or culture. Based on the comparison, refine artistic criteria using genre or culturally specific dance terminology.	a. Use artistic and/or cultural criteria to determine what makes an effective performance. Consider content, context, genre, style, or culture to comprehend artistic expression. Use genre or culturally specific dance terminology.	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal and cultural values and a range of perspectives. Use genre-specific dance terminology.	a. Define personal artistic preferences to critique dance. Consider societal, personal, and cultural values, and a range of artistic expression. Discuss perspectives with peers and justify views.



# DANCE

## ARTISTIC PROCESS CONNECT

# ALASKA ARTS STANDARDS

### Anchor Standard #10—Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:C010a-K	DA:C010a-1	DA:C010a-2	DA:C010a-3	DA:C010a-4	DA:C010a-5	DA:C010a-6	DA:C010a-7	DA:C010a-8	DA:RE10a-HSP	DA:RE10a-HSAC	DA:RE10a-HSAD
<p><b>CU A.1-7</b> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.</p>											
a. Name a feeling that is experienced when watching, improvising, or performing dance and relate it to a personal experience.	a. Describe an experience portrayed in a dance that relates to something familiar.	a. Describe, create, and/or perform a dance that expresses personal meaning.	a. Compare the relationships expressed in a dance to any other relationships. Explain how they are the same or different.	a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to, or different from, one's own experiences, relationships, ideas, or perspectives.	a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.	a. Observe the movement characteristics in a specific dance genre, noting differences and similarities to one's personal preferences, knowledge, and/or cultural background.	a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how different perspectives are communicated through movement.	a. Relate connections found between different dances; discuss relevance of connections to the development of individual perspectives.	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.	a. Review original choreography developed over time with respect to its content, context, and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
DA:C010b-K	DA:C010b-1	DA:C010b-2	DA:C010b-3	DA:C010b-4	DA:C010b-5	DA:C010b-6	DA:C010b-7	DA:C010b-8	DA:RE10b-HSP	DA:RE10b-HSAC	DA:RE10b-HSAD
<p><b>CU B.1-4</b> Culturally-knowledgeable students build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</p>											
b. Observe a work of visual art. Describe and express, through movement, something interesting about the artwork.	b. Observe illustrations from a story. Discuss observations and identify ideas for dance movementst that demonstrate the big ideas of the story.	b. Respond to a dance using an inquiry-based set of questions (e.g. See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.	b. Ask a question about a main idea of a dance that communicates a perspective about an issue or event. Explore the main idea through movement. Communicate the new learning in oral or written form.	b. Develop and research a question relating to a topic of study in school using multiple references. Select main ideas about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance that expresses the idea. Explain how the dance expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.	b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.	b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance that evokes the essence of the style or genre. Share the study with peers to tell the story of the history of the chosen genre or style. Document the process of research.	b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance exploring the contrasting ideas. Discuss how research informed the choreographic process and deepened understanding of the topics.	b. Collaboratively identify a dance related question. Conduct research through interview, research, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare the process used in choreography to that of other creative, academic, or scientific procedures.	b. Use established research methods and techniques to investigate a topic. Collaborate with others to create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.	b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.

### Anchor Standard #11—Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Question:** How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
DA:C011a-K	DA:C011a-1	DA:C011a-2	DA:C011a-3	DA:C011a-4	DA:C011a-5	DA:C011a-6	DA:C011a-7	DA:C011a-8	DA:RE11a-HSP	DA:RE11a-HSAC	DA:RE11a-HSAD
<p><b>CU D.1-6</b> Culturally-knowledgeable students engage effectively in learning activities that are based on traditional ways of knowing and learning.</p>											
a. Describe or demonstrate movements in a dance that was watched or performed.	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement used.	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	a. Describe how the movement characteristics of a dance in a specific genre, style, or culture communicate the ideas and perspectives of a culture, historical period, or community.	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, contrast, and discuss dances performed by people in various places or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each group.	a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	a. Analyze and discuss dances from selected genres, styles, cultures, and/or historical time periods, and formulate reasons for the similarities and differences between them, in relation to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres, styles, cultures, and/or historical time periods. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres, styles, cultures, and/or historical time periods. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.