

NATIONAL CORE ARTS STANDARDS

<p>Discipline: Dance</p> <p style="text-align: right;">Artistic Process: Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Explore</p> <p>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Essential Question: Where do choreographers get ideas for dances?</p>			
Pre K	Kindergarten	1 st	2 nd
DA:Cr1.1.PK	DA:Cr1.1.K	DA:Cr1.1.1	DA:Cr1.1.2
<p>a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).</p> <p>b. Find a different way to do several basic locomotor and non-locomotor movements.</p>	<p>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p>	<p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.</p> <p>b. Combine a variety of movements while manipulating the elements of dance.</p>

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<p>3rd</p> <p>DA:Cr1.1.3</p>	<p>4th</p> <p>DA:Cr1.1.4</p>	<p>5th</p> <p>DA:Cr1.1.5</p>
<p>a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>b. Explore a given movement problem. Select and demonstrate a solution.</p>	<p>a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</p> <p>b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.</p>	<p>a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p> <p>b. Construct and solve multiple movement problems to develop choreographic content.</p>

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<p>6th</p> <p>DA:Cr1.1.6</p>	<p>7th</p> <p>DA:Cr1.1.7</p>	<p>8th</p> <p>DA:Cr1.1.8</p>
<p>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</p> <p>b. Explore various movement vocabularies to transfer ideas into choreography.</p>	<p>a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.</p> <p>b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.</p>	<p>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p>

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Essential Question: Where do choreographers get ideas for dances?

<p>HS Proficient</p> <p>DA:Cr1.1.HS.I</p>	<p>HS Accomplished</p> <p>DA:Cr1.1.HS.II</p>	<p>HS Advanced</p> <p>DA:Cr1.1.HS.III</p>
<p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>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 study or dance.</p>	<p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p> <p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p>	<p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>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.</p>