

5. Demonstrate understanding of dance in various cultures and historical periods

Students will:

- a. perform folk dances from various cultures with competence and confidence;
- b. perform a dance from a resource in their own community and describe the cultural and/or historical context (how and why this dance is/was performed); and
- c. answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?).

6. Make connections between dance and healthful living

Students will:

- a. identify at least three personal goals to improve themselves as dancers;
- b. describe the skeleton and how it works in simple terms; and
- c. explain how healthy practices (such as nutrition and safety) enhance their ability to dance, citing multiple examples.

7. Make connections between dance, other disciplines and daily life

Students will:

- a. create a dance project that reveals understanding of a concept or idea from another discipline, such as pattern in dance and science;
- b. respond to a dance using another art form and explain the connections between the dance and their response to it (for example, making a painting about a dance and describing the connections); and
- i. video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance.

GRADES 5-8

1. Identify and perform movement elements and dance skills

Students will:

- a. demonstrate the following movement skills

and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing;

- b. identify and demonstrate longer and more complex steps and patterns;
- c. transfer a spatial pattern from the visual to the kinesthetic;
- d. transfer a rhythmic pattern from sound to movement;
- e. identify and demonstrate a range of dynamics/movement qualities;
- f. demonstrate increasing kinesthetic awareness, concentration and focus in performing a range of movement skills;
- g. memorize and reproduce movement sequences and dances; and
- h. describe the movement elements observed in a dance, using appropriate movement/dance vocabulary.

2. Understand choreographic principles, processes and structures

Students will:

- a. use improvisation to generate movement for choreography;
- b. create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax;
- c. demonstrate successfully the structures or forms of AB, ABA, canon, call and response, and narrative;
- d. demonstrate the ability to work cooperatively in pairs and small groups during the choreographic process;
- e. demonstrate the following partner skills: creating contrasting and complementary shapes, taking and supporting weight, balance and counter balance; and
- f. describe and analyze the choreographic structure of dance viewed in class, the theater or on video.

3. Understand how dance creates and communicates meaning

Students will:

- a. effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement;
- b. observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance;

- c. demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance; and
- d. explain the meaning of one of their own dances.

4. Apply analytical and evaluative thinking skills in dance

Students will:

- a. create a movement idea and demonstrate multiple interpretations; choose the most effective and discuss the reasons for their choice;
- b. compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo) and force/energy (movement qualities); and
- c. identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast, and clarity of idea).

5. Demonstrate an understanding of dance in various cultures and historical periods

Students will:

- a. competently perform folk traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement styles;
- b. competently perform folk, social and/or theatrical dances from a broad spectrum of 20th-century America;
- c. learn from resources (such as people, books and video) in their own community a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers; and
- d. describe the role of dance in at least two different cultures or time periods.

6. Make connections between dance and healthful living

Students will:

- a. identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals;

- b. identify major muscle groups and how they work together to produce movement;
- c. create their own warm-up, and discuss how that warm-up prepares the body and mind for expressive purposes; and
- j. explain strategies to prevent dance injuries.

7. Make connections between dance, other disciplines and daily life

Students will:

- a. cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern);
- b. create a dance project that explores and expresses important ideas from another arts discipline (such as foreground and background, or color, in visual art); and
- c. video record a dance produced in class, intensifying or changing the meaning of the dance through the recording process.

GRADES 9-12

1. Identify and perform movement elements and dance skills

Students will:

- a. demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination in locomotor and nonlocomotor movements with consistency and reliability;
- b. identify and perform basic dance steps, positions and patterns for dance from two different styles or traditions, demonstrating clarity and stylistic accuracy;
- c. use spatial awareness to heighten artistic expression;
- d. demonstrate rhythmic acuity and musicality;
- e. create and perform combinations and variations in a broad dynamic range;
- f. perform dances confidently, communicating the artistic intention of the choreographer;
- g. memorize and perform a varied repertoire of dances; and
- h. describe the characteristics of a particular choreographer's movement vocabulary.

2. Understand choreographic principles, processes and structures*Students will:*

- a. use effectively a range of choreographic processes;
- b. choreograph dances which effectively demonstrate a range of choreographic principles;
- c. demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation and chance) through brief dance studies;
- d. choreograph duets and small group dances, demonstrating an understanding of choreographic principles, processes and structures both in collaborative groups and as choreographer/director;
- e. develop an idea independently from inception through to presentation for an audience; and
- k. describe how a choreographer manipulated and developed the basic movement content in a dance.

3. Understand how dance creates and communicates meaning*Students will:*

- a. formulate and answer questions about how movement choices communicate abstract ideas in dance;
- b. examine the ways in which a dance creates and conveys meaning by considering the dance from different cultural perspectives;
- c. compare and contrast how meaning is communicated in two of their own dances; and
- d. create a dance that effectively communicates a contemporary social theme or a topic of personal significance.

4. Apply analytical and evaluative thinking skills in dance*Students will:*

- a. create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions;
- b. establish a set of artistic criteria and apply it in evaluating their own work and that of others;
- c. compare the work of two contrasting choreographers using a given set of artistic criteria;
- d. analyze the style of a choreographer or cultural form; then create a dance study in that style and evaluate the results in discussion with peers; and
- e. formulate and answer their own aesthetic questions (such as: What is it that makes a particular dance that dance? What makes a successful dance successful?).

5. Demonstrate an understanding of dance in various cultures and historical periods*Students will:*

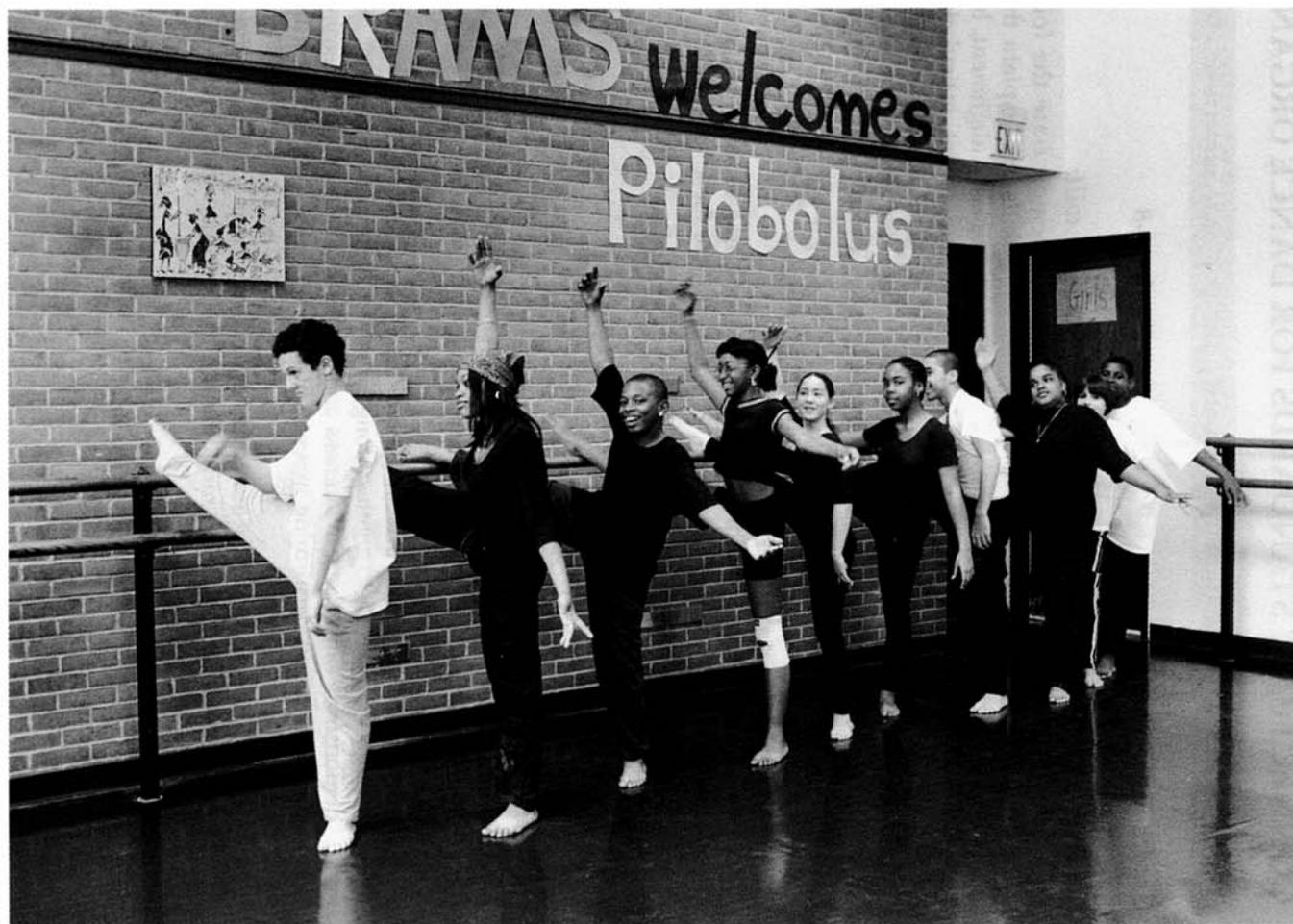
- a. perform or discuss the traditions and techniques of a classical dance form;
- b. perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms;
- c. create a time line illustrating important dance events in the 20th century;
- d. analyze historical and cultural images of the body in dance and compare these to contemporary images; and
- e. create and answer questions about dance and dancers prior to the 20th century.

6. Make connections between dance and healthful living*Students will:*

- a. reflect upon their own progress and personal growth during their study of dance;
- b. create and demonstrate movement sequences which stretch and strengthen the main muscle groups;
- c. analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media; and
- d. effectively communicate how lifestyle choices affect the dancer.

7. Make connections between dance, other disciplines and daily life*Students will:*

- a. create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines;
- b. identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning; and
- c. create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance or animation).■



CONNECTICUT STANDARDS FOR DANCE ORGANIZED TO SHOW ARTICULATION (SEQUENCE)

Content Standard 1: Students will identify and perform movement elements and dance skills.

Grades K-4

Students will:

- demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway);
- demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning;
- demonstrate understanding of spatial concepts through, for example,
 - shape-making at low, middle and high levels,
 - defining and maintaining personal space, and
 - demonstrating movements in straight and curved pathways.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo;
- identify and demonstrate basic dynamic contrasts (slow/quick, gentle/strong);
- demonstrate kinesthetic awareness and concentration in performing movement skills;
- demonstrate accuracy in memorizing and reproducing simple movement phrases; and
- observe and describe the movement elements (action, space, dynamics) in a brief movement study.

Grades 5-8

Students will:

- demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing;
- identify and demonstrate longer and more complex steps and patterns;
- transfer a spatial pattern from the visual to the kinesthetic;
- transfer a rhythmic pattern from sound to movement;
- identify and demonstrate a range of dynamics/movement qualities;
- demonstrate increasing kinesthetic awareness, concentration and focus in performing a range of movement skills;
- memorize and reproduce movement sequences and dances; and
- describe the movement elements observed in a dance, using appropriate movement/dance vocabulary.

Grades 9-12

Students will:

- demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination in locomotor and nonlocomotor movements with consistency and reliability;
- identify and demonstrate basic dance steps, positions and patterns for dance from two different styles or traditions, demonstrating clarity and stylistic accuracy;
- use spatial awareness to heighten artistic expression;
- demonstrate rhythmic acuity and musicality;
- create and perform combinations and variations in a broad dynamic range;
- perform dances confidently, communicating the artistic intention of the choreographer;
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- describe the characteristics of a particular choreographer's movement vocabulary.