

1. Identify and perform movement elements and dance skills K-4

Students will:

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

Grade 2 Students:

1.2.1 demonstrate nonlocomotor movements while improvising on a theme and observe and describe the movement elements e.g. Students improvise the rising and sinking of the ocean, a balloon being blown up and bursting, or a flower growing, in a teacher-led discussion. (a & h).

1.2.2 demonstrate understanding of spatial concepts and locomotor movements e.g. Students make curved and straight floor pathways while walking, skipping, running, without bumping into each other. (b & c)

1.2.3 demonstrate changing locomotive movements, levels and dynamic qualities using dramatic imagery to inspire the changes e.g. Students create locomotion for a magic journey on a flying carpet, wading in water, stuck in a swamp, or floating in space. (b, c & e)

1.2.4 demonstrate understanding of spatial concepts e.g. Students demonstrate the ability to define and maintain personal space through the use of hoops— jumping in and out of the hoop, establishing “home” in the hoop, and dancing around the perimeter of the hoop.(c)

1.2.5 demonstrate accuracy in moving to a musical beat e.g the students become a marching band playing imaginary instruments; or jumping —imitating popcorn popping — in response to a regular or changing rhythm. (d)

1.2.6 demonstrate kinesthetic awareness and concentration e.g. Students “mirror” the teacher’s or partner’s movements. (f)

1.2.7 demonstrate accuracy in memorizing and reproducing simple movement phrases e.g. Students perform the five basic foot positions in ballet in a specified sequence, or a combination of simple jumps. (g)

Grade 4 Students:

1.4.1 demonstrate nonlocomotor movement, with kinesthetic awareness and concentration in performing movement skills e.g. Students perform a sequence of movements as a technical exercise — swinging and stretching. (a & f)

1.4.2 demonstrate locomotor movements and understanding of the spatial concepts group shape and floor pattern e.g. In a large group dance, the whole class runs/ walks/ skips in large circle which subdivides into “snakes” and then into smaller and smaller circles.(The process can then be reversed) (b & c)

1.4.3 demonstrate understanding of the spatial concepts of body shape and air pattern e.g. Students make letters with body shapes and write letters in the air, spelling out their names.(c)

1.4.4 demonstrate accuracy in moving to a musical beat and responding to changes in tempo e.g. Students respond to different kinds of music through improvisation. (d)

1.4.5 identify and demonstrate basic dynamic contrasts e.g. Students interpret a dramatic idea— a journey through an imaginary obstacle course involving difficult and easy obstacles, or passing an imaginary object which changes in size and weight. (e)

1.4.6 demonstrate accuracy in memorizing and reproducing simple movement patterns, kinesthetic awareness and concentration e.g. through a “name” game— the whole class builds an accumulative sequence by adding each student’s personal movement phrase (“name”) and whole group memorizes and performs the complete sequence (g & f)

1.4.7 demonstrate accuracy in memorizing basic step patterns and observe and describe them through teacher-led discussion e.g. Students perform combinations of steps, hops, skips, & jumps, using different floor patterns — triangles, squares, circles — and describe the combinations in discussion.(g & h)

1. Identify and perform movement elements and dance skills 5-8

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
- h. describe the movement elements observed in a dance, using appropriate movement/dance vocabulary

Grade 6 Students:

- 1.6.1 demonstrate understanding of alignment e.g. Students hang from imaginary strings to demonstrate correct alignment — in place or across the floor with music. The “strings” to different parts of then body are cut and students demonstrate improper alignment. (a)
- 1.6.2 demonstrate skills of shifting weight with kinesthetic awareness and concentration e.g. Working with a partner, students explore ways of taking and supporting each other’s weight. They build a sequence — passing each other’s weight to and fro with smooth transitions (a & f)
- 1.6.3 demonstrate the skills of initiating movement with kinesthetic awareness, concentration and focus e.g. Students use breath to initiate movements in different parts of the body (a & f)
- 1.6.4 transfer spatial patterns from the visual to the kinesthetic, and describe the movement elements observed e.g. students create three dimensional group sculptures that illustrate and use the three levels (high, medium and low) and three planes (saggetal, frontal and horizontal), and describe the spatial elements of each others’ sculptures. (c & h)
- 1.6.5 transfer a rhythmic pattern from sound to movement e.g students create two different clapping rhythms, one in duple time and one in triple time and repeat each rhythm different ways with the body.(d)
- 1.6.6 identify and demonstrate a range of dynamic qualities. e.g. After creating a dramatic movement study to a poem, students coach each other, with teacher guidance, to improve the dramatic qualities of their performance (e)
- 1.6.7 identify and demonstrate longer and more complex steps and patterns, and describe the movement elements using the appropriate vocabulary. e.g. In pairs, students create a sequence of varied jumps and turns and, after practicing it, they teach it to another pair, accurately describing the movement. (b & h)

Grade 8 Students:

- 1.8.1 demonstrate movement skills and explain their underlying principles, and memorize and reproduce movement sequences e.g. Students learn a sequence of basic technical elements for the start of each class which they practice, improve and perform, and for which they can explain the purpose. (a & g)
- 1.8.2 transfer a spatial pattern from the visual to the kinesthetic e.g. Students demonstrate their understanding of the dimensions in space (forwards/backwards, side/side, up/down) in a movement sequence; or demonstrate group formations which blend smoothly from one formation to another. (c)
- 1.8.3 transfer a rhythmic pattern from sound to movements, and identity and demonstrate longer and more complex steps and patterns e.g. Students listen to a variety of dance rhythms, choose one and create a rhythmically accurate complex dance sequence. (b & d)
- 1.8.4 identify and demonstrate a range of dynamic qualities e.g. In a circle, students pass round everyday movement gestures performed with changes in the use of “time” (in regular time, slow motion and sped up) and then discuss the expressive meaning of these changes. (e)
- 1.8.5 demonstrate increasing kinesthetic awareness, concentration and focus in performing a range of performance skills e.g. Working in groups, students travel through “obstacle courses” established by other groups (f)
- 1.8.6 describe the movement elements observed in a dance using appropriate movement/dance vocabulary e.g. Students watch a dance, live or on video, and describe the dance verbally or in written form. (h).

1. Identify and perform movement elements and dance skills 9-12

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
- h. describe the characteristics of a particular choreographer's movement vocabulary

Grade 10 Students :

- 1.10.1 demonstrate appropriate skeletal alignment for standing posture e.g. 1) Students demonstrate and explain skeletal alignment using their own posture and a skeleton (or a picture of a skeleton).
2) Students demonstrate strength, flexibility, agility and coordination with consistency and reliability e.g. Students demonstrate these skills on the floor, standing, turning and travelling. (a)
- 1.10.2 identify and perform basic dance steps, positions, and patterns for dance from two different styles or traditions, demonstrating clarity and stylistic accuracy e.g. Students identify and perform movements in *turnout* as in classical ballet, and *parallel* leg lines as in modern dance (b)
- 1.10.3 use spatial awareness to heighten artistic expression e.g. Students demonstrate and describe the spatial concept of "line" in the successful performance of a particular dance.(c)
- 1.10.4 perform dances confidently, communicating the artistic intention of the choreographer, with rhythmic acuity and a broad range of movement dynamics e.g. Students perform their own choreography or their teacher's (d, e & f)
- 1.10.5 memorize and perform a varied repertoire of dances e.g., participate in a dance recital memorizing several different dances (g)
- 1.10.6 describe the characteristics of a particular choreographer's movement vocabulary e.g. describe and demonstrate the use of the spine in classical ballet and compare it with its use in the Martha Graham technique. (h)

Grade 12 Students:

- 1.12.1 demonstrate specific movement skills and describe how these are used in a particular choreographer's movement vocabulary e.g. Students demonstrate the use of gravity in fall and recovery, swings, and drop and rebound, and the use of these principles in the technique of Merce Cunningham. (a & h)
- 1.12.2 identify and perform basic dance steps, positions and patterns from two different styles or traditions e.g. Students demonstrate balletic barre exercises and explain their purpose in preparation for *adage* and *allegro*; similarly demonstrate and explain jazz dance exercises in preparation for jazz combinations. (b)
- 1.12.3 use spatial awareness to heighten artistic expression e.g. Students fully use the performance space when performing a dance. (c)
- 1.12.4 demonstrate rhythmic acuity and musicality e.g. Students improvise to musical accompaniment. (d)
- 1.12.5 memorize and perform a varied repertoire of dances in a broad dynamic range e.g. Students participate in a dance recital, sustaining a range of dances and dance styles (e & g)
- 1.12.6 perform dances confidently, communicating the artistic intention of the choreographer, and describe the characteristics of the choreographer's movement vocabulary e.g. Students learn and perform a dance from the repertory of a particular choreographer, and describe the dance. (f & h)