

Dance: Grade 1

Creating

1 Demonstrate an understanding of the choreographic process. ESD1.CR.1

- a Collaborate with others to create and perform movement phrases. ESD1.CR.1.A
 - b Explore basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow). ESD1.CR.1.B
 - c Create shapes and levels through movement. ESD1.CR.1.C
 - d Identify and create a dance sequence with a beginning, middle, and end. ESD1.CR.1.D
 - e Explore dance elements through improvisation and play (e.g. body, space, time, energy). ESD1.CR.1.E
 - f Respond to a variety of stimuli through movement (e.g. scarves, music, images). ESD1.CR.1.F
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2 Demonstrate an understanding of dance as a form of communication. ESD1.CR.2

- a Create movement based on ideas, feelings, and personal experiences. ESD1.CR.2.A
 - b Recognize how movement quality impacts meaning. ESD1.CR.2.B
 - c Move expressively to music and/or other stimuli (e.g. sound, text). ESD1.CR.2.C
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Performing

1 Identify and demonstrate movement elements, skills, and terminology in dance. ESD1.PR.1

- a Identify and recall dance terminology (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). ESD1.PR.1.A
 - b Execute short sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip). ESD1.PR.1.B
 - c Execute short sequences of axial movements comprised of space, energy/force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). ESD1.PR.1.C
 - d Develop and demonstrate body awareness through isolations, coordination, and personal space. ESD1.PR.1.D
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2 Understand and model dance etiquette as a classroom participant, performer, and observer. ESD1.PR.2

- a Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment. ESD1.PR.2.A
- b Demonstrate focus and concentration in performance skills. ESD1.PR.2.B

- c Apply knowledge of appropriate behaviors and skills as an observer and performer. [ESD1.PR.2.C](#)

3 Recognize the relationship between human anatomy and movement. [ESD1.PR.3](#)

- a Explain the differences between muscles, bones, and joints. [ESD1.PR.3.A](#)
- b Recognize healthy practices for dance (e.g. proper warm up and cool down, proper clothing). [ESD1.PR.3.B](#)
- c Identify and isolate over ten body parts. [ESD1.PR.3.C](#)

4 Understand and apply music concepts to dance. [ESD1.PR.4](#)

- a Demonstrate improvised movement to a steady beat. [ESD1.PR.4.A](#)
- b Differentiate between contrasting rhythms. [ESD1.PR.4.B](#)
- c Understand and execute concepts of stopping, starting, and changing tempo, movement quality, and direction in response to music and sound. [ESD1.PR.4.C](#)

Responding

1 Demonstrate critical and creative thinking in dance. [ESD1.RE.1](#)

- a Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music). [ESD1.RE.1.A](#)
- b Compare and contrast elements of dance (e.g. body, space, time, energy). [ESD1.RE.1.B](#)
- c Begin to evaluate simple composition through personal reflection (e.g. establishing personal preferences, noting observations, describing emotional responses). [ESD1.RE.1.C](#)

Connecting

1 Understand and demonstrate dance throughout history and in various cultures. [ESD1.CN.1](#)

- a Demonstrate an understanding of historical and cultural motivations for dance. [ESD1.CN.1.A](#)
- b Participate in dance activities representing various cultures. [ESD1.CN.1.B](#)
- c Identify the role of dance in other cultures. [ESD1.CN.1.C](#)

2 Recognize connections between dance and wellness. [ESD1.CN.2](#)

- a Explore the principles of a healthy body (e.g. health, hygiene, nutrition). [ESD1.CN.2.A](#)
- b Define and demonstrate personal safety and safety for others in dance. [ESD1.CN.2.B](#)

3 Identify connections between dance and other areas of knowledge. [ESD1.CN.3](#)

- a Integrate the use of technology and media in the exploration of elements and styles of dance. [ESD1.CN.3.A](#)
- b Compare and contrast dance to other art forms and subject areas. [ESD1.CN.3.B](#)