New York Arts

Dance: Grade 1

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

a. Explore movement elements and skills inspired by a variety of stimuli (e.g. music/sound, text, objects/props, images, symbols, observed dance through video or live performance) and identify the source. DA:CR1.1.1.A

b. Explore a variety of locomotor and non-locomotor movements by experimenting with the elements of dance in response to the environment and a range of themes. DA:CR1.1.1.B

2 Organize and develop artistic ideas and work.

2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

a. Improvise a dance phrase with a clear beginning, middle, and end. Describe the movement choices made, orally or in drawing. DA:CR2.1.1.A

b. Choose and arrange movements that follow a musical phrase, express an idea or emotion in response to other people, objects, or the environment. DA:CR2.1.1.B

c. Identify and explore production elements (e.g. music/sound, props) that support performances. Describe the job of a dancer, choreographer, and composer. DA:CR2.1.1.C

3 Refine and complete artistic work.

3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

a. Apply self, peer, and teacher suggestions to revise and complete short sequences based on own movement ideas. DA:CR3.1.1.A

b. Document a short movement sequence (e.g. jump, turn, slide) by drawing a picture, using a symbol, or working with media technology. DA:CR3.1.1.B

Performing

4 Select, analyze, and interpret artistic work for presentation.

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4.1 Space, time, and energy are basic elements of dance.

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. DA:PR4.1.1.A

b. Recognize and relate movement to steady beat. Demonstrate ability to adjust movement to slow, moderate, and quick tempi. DA:PR4.1.1.B

c. Demonstrate qualities of movement motivated by descriptive vocabulary, such as adjectives and adverbs (e.g. quiet jump, narrow spin, wavy fall)in response to verbalizations, expressive qualities of music/sound, or other cues. DA:PR4.1.1.C

5 Develop and refine artistic techniques and work for presentation.

5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

a. Demonstrate same side and cross-body locomotor (e.g. gallop, skip) and non-locomotor movements (e.g. swing, twist, stretch), and spatial relationships (e.g., over, under, around, through). Show orientation of direction (e.g. stage right and left, upstage, downstage). DA:PR5.1.1.A

b. Move safely in general space during movement explorations, while changing levels and maintaining personal space. DA:PR5.1.1.B

c. Repeat and recall movements and spatial formations upon request in preparation for formal and informal sharing. DA:PR5.1.1.C

6 Convey meaning through the presentation of artistic work.

6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

a. Dance for and with others while maintaining awareness of performance expectations as a dancer (e.g. silence, focus) in both formal and informal settings. Demonstrate audience member expectations (e.g. attention, applause). DA:PR6.1.1.A

b. Explore moving with simple props to enhance performance. DA:PR6.1.1.B

Responding

7 Perceive and analyze artistic work.

7.1 Dance is perceived and analyzed to comprehend its compositional structure.

a. Identify movements that repeat to make a pattern in a dance. DA:RE7.1.1.A

b. Demonstrate and describe observed or performed movements originating from diverse dance genres and cultural movement practices. DA:RE7.1.1.B

8 Interpret meaning in artistic work.

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8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.

a. Select movements from a dance that suggest ideas and explain how the movements capture the ideas, using simple dance terminology. DA:RE8.1.1.A

9 Apply criteria to evaluate artistic work.

9.1 Criteria for evaluating dance vary across genres, styles, and cultures.

a. Identify and demonstrate several movements in a dance work or practice. Explain what characteristics make the movements interesting. DA:RE9.1.1.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.

a. Recognize an emotion expressed or portrayed in a dance work or practice that relates to a familiar experience. Identify and analyze the movements that communicate this emotion. DA:CN10.1.1.A

b. Observe illustrations from a story book. Discuss observations and identify ideas that inspire movement. Perform a dance sequence that portrays the main ideas from the story. DA:CN10.1.1.B

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.

a. View and perform a dance work or practice from a different culture or context. Discuss the types of movements performed. DA:CN11.1.1.A