New York Arts

Dance: Grade K

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. Respond using movement elements and skills to a series of sensory stimuli (e.g. music/sound, text, objects/props, images, symbols, observed dance through video or live performance). DA:CR1.1.K.A

b. Explore movement ideas and the different ways to vary basic locomotor and non-locomotor movements by changing at least one of the elements of dance. DA:CR1.1.K.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 that has a clear beginning and end. DA:CR2.1.K.A

b. Express an idea, feeling, or image, through improvised movement alone or in relationship to a partner, with or without props (e.g. scarves, bean bags, ribbons). DA:CR2.1.K.B

c. Identify production elements (e.g. music/sound, props) that support performances. Describe the job of a dancer versus that of a choreographer. DA:CR2.1.K.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 for changing movement through guided improvisational experiences. DA:CR3.1.K.A

b. Depict a dance movement by drawing a picture, using a symbol, or working with media technology. DA:CR3.1.K.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. Make still and moving body shapes that show lines (e.g. straight, bent, and curved), change levels (e.g. high, middle, low), and vary in size (e.g. large/small). Work with others to make a circle formation and change its dimensions. DA:PR4.1.K.A

b. Demonstrate contrasts in tempo through movement by matching the tempo of sound stimuli. DA:PR4.1.K.B

c. Identify and apply different qualities to movements (e.g. loose/tight, light/heavy, shaky/smooth, fast/slow) in response to verbalizations, expressive qualities of music/sound, or other cues. DA:PR4.1.K.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). DA:PR5.1.K.A

b. Move safely in general space by starting and stopping on cue during movement explorations, while maintaining personal space. DA:PR5.1.K.B

c. Move body parts in relation to other body parts. Repeat and recall movements upon request in preparation for formal and informal sharing. DA:PR5.1.K.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 others while maintaining awareness of performance expectations (e.g. silence, focus) in both formal and informal settings. DA:PR6.1.K.A

b. Select and explore the use of a prop as part of a dance. DA:PR6.1.K.B

Responding

7 Perceive and analyze artistic work.

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

a. Identify a movement that repeats in a dance. DA:RE7.1.K.A

b. Demonstrate and describe observed or performed movements originating from diverse dance genres. DA:RE7.1.K.B

8 Interpret meaning in artistic work.

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

a. Observe movement and describe it, using simple dance terminology. DA:RE8.1.K.A

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pply criteria to evaluate artistic work.

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

a. Select a movement that was prominent in a dance work or practice and demonstrate that movement. Explain what distinguished the movement from the others. DA:RE9.1.K.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 and identify an emotion that is experienced when watching, improvising, or performing a dancework or practice and relate it to a personal experience. DA:CN10.1.K.A

b. Observe a work of visual art. Describe and express through movement something of interest about the artwork. Ask questions related to the connection between the movements and the artwork. DA:CN10.1.K.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. Describe or demonstrate the movements in a dance that was watched or performed. DA:CN11.1.K.A