New York Arts

Dance: Grade Pre-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, visual, tactile). DA:CR1.1.PK.A

b. Find different ways to do several basic locomotor and non-locomotor movements. DA:CR1.1.PK.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 starts and stops on cue (e.g. shapes, active stillness). DA:CR2.1.PK.A

b. Engage in dance experiences moving alone or in relation to other people with or without props (e.g. scarves, bean bags). DA:CR2.1.PK.B

c. Identify production elements (e.g. music/sound, props). Describe the job of a dancer. DA:CR2.1.PK.C

3 Refine and complete artistic work.

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

a. Respond to peer and teacher suggestions for changing movement through guided improvisational experiences. DA:CR3.1.PK.A

b. Identify parts of the body and document a body shape or position through drawings (e.g. notation symbols) or oral language. DA:CR3.1.PK.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 basic full body locomotor movements (e.g. crawl, walk, run), non-locomotor movements (e.g. bend, twist, reach), and spatial relationships (e.g. over, under, around) while moving in general space. DA:PR4.1.PK.A

b. Identify the speed of a dance as fast or slow. Move to varied rhythmic sounds at different tempi. DA:PR4.1.PK.B

c. Move with opposing qualities (e.g. loose/tight, light/heavy, shaky/smooth) in response to verbalizations, expressive qualities of music/sound, or other cues. DA:PR4.1.PK.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 basic full body locomotor movements (e.g.crawl, walk, run) non-locomotor movements (e.g. bend, twist, reach), and spatial relationships (e.g. over, under, around). DA:PR5.1.PK.A

b. Move in general space and start and stop on cue, while maintaining personal space. DA:PR5.1.PK.B

c. Identify and move and body parts and repeat short movement sequences in preparation for informal sharing. DA:PR5.1.PK.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 with awareness of performance expectations (e.g. silence, focus) in informal settings. DA:PR6.1.PK.A

b. Explore movement with a simple prop as part of a dance. DA:PR6.1.PK.B

Responding

7 Perceive and analyze artistic work.

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

a. Identify a movement in a dance by repeating it. DA:RE7.1.PK.A

b. Demonstrate observed or performed movements originating from diverse dance genres. DA:RE7.1.PK.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 a movement and share impressions. DA:RE8.1.PK.A

9 Apply criteria to evaluate artistic work.

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

a. Choose a movement in a dance work or practice that was fun to watch. Repeat it and explain why it was fun to both watch and do. DA:RE9.1.PK.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 in a dance that is watched or performed. DA:CN10.1.PK.A

b. Observe a dance work or practice. Identify and replicate a movement from the piece, and ask a question that pertains to the choreography. DA:CN10.1.PK.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. Show a dance movement experienced at home or elsewhere. DA:CN11.1.PK.A