Rhode Island Arts

Dance: Grades K, 1, 2

Adopted 2010

Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.

D1 (K-2)-1. Students use knowledge of movement to problem solve by… D1 (K-2)-1

a. demonstrating axial and locomotor movements, varying the use of space, time, and energy for different purposes

b. improvising in response to a variety of stimuli

D1 (K-2)-2. Students express ideas, emotions, or cultural aesthetics by… D1 (K-2)-2

a. exploring and combining selected movement and choreographic principles (e.g., body parts and shapes, levels, directions, pathways) and applying the structure of beginning, middle, and end

b. exploring and discovering dance movement to express and communicate ideas, experiences, or feelings

c. exploring basic rhythmic patterns, tempos, and movement qualities

Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.

D2 (K-2)-1. Students view, interpret, and perform a range of forms and styles of dance by… D2 (K-2)-1

a. identifying the reasons why people in various cultures dance

b. identifying and imitating movements that represent various world cultures

c. exploring and performing movement sequences from different dance forms or styles

Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.

D3 (K-2)-1. Students demonstrate kinesthetic awareness and movement skills by… D3 (K-2)-1

a. exhibiting understanding of shapes, personal space, spatial relationships with other dancers, directions (forward, backward, sideways, diagonal, and turning), pathways (straight, curved, circular, diagonal, zigzag and combinations), levels (low, middle, high), and basic locomotor movements

b. demonstrating the following: balance on one or two legs, strength in major muscles, range of motion in joints, and sequential and simultaneous coordination while performing basic locomotor and non-locomotor movement

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(K-2)-2. Students demonstrate rhythmic acuity by… D3 (K-2)-2

a. dancing in different tempos in response to changes in music or accompaniment

D3 (K-2)-3. Students demonstrate qualitative range and phrasing by... D3 (K-2)-3

a. initiating a variety of locomotor and non-locomotor movements when given different stimuli

b. replicating combinations of movements

c. performing movement phrases or short dances with classmates

Aesthetic Judgment – Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.

D4 (K-2)-1. Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by... D4 (K-2)-1

a. identifying and describing basic elements that distinguish one dance from another (e.g., speed, clothing, music, setting)

D4 (K-2)-2. Students analyze construction and achievement of effect or affect by... D4 (K-2)-2

a. discussing performed movement with others and refining that movement

b. experiencing what a dance communicates or expresses