



DANCE



# Dance

## Prekindergarten

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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##### *Development of Motor Skills and Technical Expertise*

- 1.1 Move in a variety of directed ways.
- 1.2 Imitate the movements shown.

##### *Comprehension and Analysis of Dance Elements*

- 1.3 Respond in movement to opposites (e.g., big/small, fast/slow, tight/loose, move/stop).

##### *Development of Dance Vocabulary*

- 1.4 Name the opposites in basic movements (e.g., big/small).

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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##### *Creation / Invention of Dance Movements*

- 2.1 Create movements that reflect a variety of daily tasks and activities.
- 2.2 Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, ball) with original movement.
- 2.3 Respond spontaneously to different types of music and rhythms.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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##### *Development of Dance*

- 3.1 Name and play children's dance games from countries around the world.

### 4.0 AESTHETIC VALUING

#### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

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##### *Description, Analysis, and Criticism of Dance*

- 4.1 Describe how everyday movements can be used in dance (e.g., walk quickly, stretch slowly).

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### **Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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##### *Connections and Applications Across Disciplines*

- 5.1 Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.



# Dance Kindergarten

## 1.0 ARTISTIC PERCEPTION

### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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#### *Development of Motor Skills and Technical Expertise*

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).

#### *Comprehension and Analysis of Dance Elements*

- 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

#### *Development of Dance Vocabulary*

- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

## 2.0 CREATIVE EXPRESSION

### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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#### *Creation/Invention of Dance Movements*

- 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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##### *Development of Dance*

- 3.1 Name and perform folk/traditional dances from the United States and other countries.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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##### *Description, Analysis, and Criticism of Dance*

- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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##### *Connections and Applications Across Disciplines*

- 5.1 Give examples of the relationship between everyday movement in school and dance movement.



# Dance

## Grade One

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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##### *Development of Motor Skills and Technical Expertise*

- 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

##### *Comprehension and Analysis of Dance Elements*

- 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

##### *Development of Dance Vocabulary*

- 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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##### *Creation/Invention of Dance Movements*

- 2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).
- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Create a short movement sequence with a beginning, a middle, and an end.
- 2.4 Create shapes and movements at low, middle, and high levels.
- 2.5 Imitate simple movement patterns.

*Communication of Meaning in Dance*

- 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
- 2.7 Perform improvised movement ideas for peers.

*Development of Partner and Group Skills*

- 2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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*Development of Dance*

- 3.1 Name and perform folk/traditional dances from other countries.
- 3.2 Describe aspects of the style, costumes, and music of a dance.
- 3.3 List commonalities among basic locomotor movements in dances from various countries.

*History and Function of Dance*

- 3.4 Identify where and when people dance.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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*Description, Analysis, and Criticism of Dance*

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

*Meaning and Impact of Dance*

- 4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).
- 4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).
- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, counting; language arts—beginning, middle, and end).





# Dance

## Grade Two

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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#### *Development of Motor Skills and Technical Expertise*

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

#### *Comprehension and Analysis of Dance Elements*

- 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
- 1.4 Expand the ability to incorporate spatial concepts with movement problems.

#### *Development of Dance Vocabulary*

- 1.5 Name a large number of locomotor and axial movements used in dance.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

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#### *Creation/Invention of Dance Movements*

- 2.1 Create and improvise movement patterns and sequences.
- 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
- 2.4 Create shapes and movements, using fast and slow tempos.
- 2.5 Develop a dance phrase that has a sense of unity.

*Communication of Meaning in Dance*

- 2.6 Create, memorize, and perform original expressive movements for peers.

*Development of Partner and Group Skills*

- 2.7 Work cooperatively in small and large groups.
- 2.8 Demonstrate partner skills (e.g., imitating and leading/following).

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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*Development of Dance*

- 3.1 Name and perform social and traditional dances from various cultures.
- 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
- 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

*History and Function of Dance*

- 3.4 Describe dances seen in celebrations and community events.

### 4.0 AESTHETIC VALUING

#### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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*Description, Analysis, and Criticism of Dance*

- 4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
- 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

*Meaning and Impact of Dance*

- 4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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*Connections and Applications Across Disciplines*

- 5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).  
5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

*Development of Life Skills and Career Competencies*

- 5.3 Describe how choreographers create dances.  
5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).



# Dance

## Grade Three

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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#### *Development of Motor Skills and Technical Expertise*

- 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
- 1.2 Demonstrate the ability to start, change, and stop movement.

#### *Comprehension and Analysis of Dance Elements*

- 1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).
- 1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).

#### *Development of Dance Vocabulary*

- 1.5 Describe dance elements used in personal work and that of others.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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*Creation/Invention of Dance Movements*

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
- 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.
- 2.4 Create a wide variety of shapes and movements, using different levels in space.

*Communication of Meaning in Dance*

- 2.5 Perform dances to communicate personal meaning, using focus and expression.
- 2.6 Compare and contrast the role of the performer with that of a member of the audience.

*Development of Partner and Group Skills*

- 2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).
- 2.8 Create, memorize, and perform original movement sequences with a partner or a small group.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

*Development of Dance*

- 3.1 Describe commonalities among and differences between dances from various countries.
- 3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).

*History and Function of Dance*

- 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.
- 3.4 Describe how costumes and shoes influence dance movement.

*Diversity of Dance*

- 3.5 Name and demonstrate dances of Native Americans.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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#### *Description, Analysis, and Criticism of Dance*

- 4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).
- 4.2 Explain and demonstrate what it means to be a good audience member.

#### *Meaning and Impact of Dance*

- 4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes—body shapes).
- 5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).

#### *Development of Life Skills and Career Competencies*

- 5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.
- 5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).



# Dance

## Grade Four

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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##### *Development of Motor Skills and Technical Expertise*

- 1.1 Demonstrate mental concentration and physical control in performing dance skills.
- 1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

##### *Comprehension and Analysis of Dance Elements*

- 1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).
- 1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.

##### *Development of Dance Vocabulary*

- 1.5 Describe a specific movement, using appropriate dance vocabulary.
- 1.6 Identify, define, and use *phrasing* in dances learned or observed.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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##### *Creation/Invention of Dance Movements*

- 2.1 Create, develop, and memorize set movement patterns and sequences.
- 2.2 Improvise extended movement phrases.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.
- 2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.

*Communication of Meaning in Dance*

- 2.5 Convey a range of feelings through shape/postures and movements when performing for peers.
- 2.6 Perform improvised movement and dance studies with focus and expression.

*Development of Partner and Group Skills*

- 2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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*Development of Dance*

- 3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).
- 3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.

*History and Function of Dance*

- 3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).

*Diversity of Dance*

- 3.4 Perform and identify folk/traditional and social dances from California history.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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*Description, Analysis, and Criticism of Dance*

- 4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history–social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).
- 4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).

*Meaning and Impact of Dance*

- 4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).
- 4.4 List the expectations the audience has for a performer and vice versa.

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS****Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

*Connections and Applications Across Disciplines*

- 5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).
- 5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.
- 5.3 Demonstrate a recognition of personal space and respect for the personal space of others.

*Development of Life Skills and Career Competencies*

- 5.4 Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).



# Dance

## Grade Five

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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##### *Development of Motor Skills and Technical Expertise*

- 1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.
- 1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

##### *Comprehension and Analysis of Dance Elements*

- 1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.
- 1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

##### *Development of Dance Vocabulary*

- 1.5 Use appropriate dance vocabulary to describe dances.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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##### *Creation/Invention of Dance Movement*

- 2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.
- 2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).
- 2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

*Communication of Meaning in Dance*

- 2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

*Development of Partner and Group Skills*

- 2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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*Development of Dance*

- 3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.

*History and Function of Dance*

- 3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

*Diversity of Dance*

- 3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

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*Description, Analysis, and Criticism of Dance*

- 4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.
- 4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

*Meaning and Impact of Dance*

- 4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.
- 4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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*Connections and Applications Across Disciplines*

- 5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
- 5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).
- 5.3 Cite examples of the use of technology in the performing arts.

*Development of Life Skills and Career Competencies*

- 5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.



# Dance

## Grade Six

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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#### *Development of Motor Skills and Technical Expertise*

- 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.

#### *Comprehension and Analysis of Dance Elements*

- 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.
- 1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

#### *Development of Dance Vocabulary*

- 1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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*Creation/Invention of Dance Movement*

- 2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
- 2.2 Compare and demonstrate the difference between imitating movement and creating original material.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Describe and incorporate dance forms in dance studies.
- 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).
- 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

*Communication of Meaning in Dance Through Dance Performance*

- 2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.
- 2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

*Development of Partner and Group Skills*

- 2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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*Development of Dance*

- 3.1 Compare and contrast features of dances already performed from different countries.

*History and Function of Dance*

- 3.2 Explain the importance and function of dance in students' lives.

*Diversity of Dance*

- 3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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#### *Description, Analysis, and Criticism of Dance*

- 4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).
- 4.2 Propose ways to revise choreography according to established assessment criteria.

#### *Meaning and Impact of Dance*

- 4.3 Discuss the experience of performing personal work for others.
- 4.4 Distinguish the differences between viewing live and recorded dance performances.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).
- 5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).

#### *Development of Life Skills and Career Competencies*

- 5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).



# Dance

## Grade Seven

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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##### *Development of Motor Skills, Technical Expertise, and Dance Movements*

- 1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
- 1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

##### *Comprehension and Analysis of Dance Elements*

- 1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

##### *Development of Dance Vocabulary*

- 1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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*Creation/Invention of Dance Movement*

- 2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.
- 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
- 2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

*Communication of Meaning in Dance Through Dance Performance*

- 2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.
- 2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

*Development of Partner and Group Skills*

- 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

*Development of Dance*

- 3.1 Identify and perform dances from countries studied in the history–social science curriculum.

*History and Function of Dance*

- 3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history–social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

*Diversity of Dance*

- 3.3 Explain how dance functions among people of different age groups, including their own.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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#### *Description, Analysis, and Criticism of Dance*

- 4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).
- 4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

#### *Meaning and Impact of Dance*

- 4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)
- 4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).
- 5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).

#### *Development of Life Skills and Career Competencies*

- 5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.
- 5.4 Research and compare careers in dance and dance-related fields.



# Dance

## Grade Eight

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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##### *Development of Motor Skills, Technical Expertise, and Dance Movements*

- 1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.
- 1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
- 1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

##### *Comprehension and Analysis of Dance Elements*

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

##### *Development of Dance Vocabulary*

- 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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*Creation/Invention of Dance Movement*

- 2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.
- 2.2 Expand and refine a personal repertoire of dance movement vocabulary.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).
- 2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

*Communication of Meaning Through Dance Performance*

- 2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.
- 2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

*Development of Partner and Group Skills*

- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

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*Development of Dance*

- 3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

*History and Function of Dance*

- 3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

*Diversity of Dance*

- 3.3 Describe the roles of males and females in dance in the United States during various time periods.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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#### *Description, Analysis, and Criticism of Dance*

- 4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

#### *Meaning and Impact of Dance*

- 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).
- 4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).
- 5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

#### *Development of Life Skills and Career Competencies*

- 5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.



# *Dance*

## Grades Nine Through Twelve— Proficient

*Note:* The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of dance after the student has attained the level of achievement in dance required of all students in grade eight.

## 1.0 ARTISTIC PERCEPTION

### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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#### *Development of Motor Skills, Technical Expertise, and Dance Movements*

- 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).
- 1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.
- 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).

#### *Comprehension and Analysis of Dance Elements*

- 1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

#### *Development of Dance Vocabulary*

- 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).

## 2.0 CREATIVE EXPRESSION

### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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*Creation/Invention of Dance Movement*

- 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.

*Application of Choreographic Principles and Processes to Creating Dance*

- 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
- 2.3 Design a dance that utilizes an established dance style or genre.

*Communication of Meaning in Performance of Dance*

- 2.4 Perform original works that employ personal artistic intent and communicate effectively.
- 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

*Development of Partner and Group Skills*

- 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).
- 2.7 Teach movement patterns and phrases to peers.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

*Development of Dance*

- 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.
- 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

*History and Function of Dance*

- 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).

*Diversity of Dance*

- 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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#### *Description, Analysis, and Criticism of Dance*

- 4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).
- 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).
- 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.

#### *Meaning and Impact of Dance*

- 4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
- 4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.
- 5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.

#### *Development of Life Skills and Career Competencies*

- 5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.
- 5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.
- 5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).



# *Dance*

## Grades Nine Through Twelve— Advanced



*Note:* The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of dance and subsequent to the attainment of the proficient level of achievement.

## **1.0 ARTISTIC PERCEPTION**

### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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#### *Development of Motor Skills, Technical Expertise, and Dance Movements*

- 1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).
- 1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.
- 1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

#### *Comprehension and Analysis of Dance Elements*

- 1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

#### *Development of Dance Vocabulary*

- 1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

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#### *Creation/Invention of Dance Movement*

- 2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.

#### *Application of Choreographic Principles and Processes to Creating Dance*

- 2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.
- 2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).

#### *Communication of Meaning in Performance of Dance*

- 2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.

#### *Development of Partner and Group Skills*

- 2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).
- 2.6 Teach to peers a variety of complex movement patterns and phrases.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

### Understanding Historical Contributions and Cultural Dimensions of Dance

Students recognize dance in past and present cultures throughout the world.

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#### *Development of Dance*

- 3.1 Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
- 3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

#### *History and Function of Dance*

- 3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.

#### *Diversity of Dance*

- 3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

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#### *Description, Analysis, and Criticism of Dance*

- 4.1 Critique dance works to improve choreographic structure and artistic presence.
- 4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).
- 4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

#### *Meaning and Impact of Dance*

- 4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).
- 4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

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#### *Connections and Applications Across Disciplines*

- 5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.
- 5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).

#### *Development of Life Skills and Career Competencies*

- 5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.
- 5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.



# Glossary of Terms Used in the Dance Content Standards

<b>AB form</b>	A two-part compositional form with an A theme and a B theme. The binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo).
<b>ABA form</b>	A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form.
<b>abstraction</b>	An idea or concept conveyed through movement and removed from its original context.
<b>accent</b>	A strong movement or gesture.
<b>aesthetic criteria</b>	Standards applied in making judgments about the artistic merit of a work.
<b>alignment</b>	The relationship of the skeleton to the line of gravity and base of support.
<b>axial movement</b>	Movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. Also known as nonlocomotor movement. Examples include stretching, bending, turning in place, gesturing.
<b>balance</b>	A state of equilibrium referring to the balance of weight or the spatial arrangement of bodies. Designs may be balanced on both sides of center (symmetrical) or balanced off center (asymmetrical).
<b>ballet</b>	A classical Western dance form that originated in the Renaissance courts of Europe. By the time of Louis XIV (mid-1600s), steps and body positions underwent codification.
<b>body image</b>	An acceptance of one's body as it is in a positive way, with recognition of the possibilities of its capabilities and limitations.
<b>canon</b>	A passage, movement sequence, or piece of music in which the parts are done in succession, overlapping one another.
<b>choreography ("dance writing")</b>	The creation and composition of dances by arranging or inventing steps, movements, and patterns of movements.
<b>contrast</b>	To set side by side to emphasize differences. In dance two contrasting movements might differ in energy; space (size, direction, level); design (symmetrical/asymmetrical, open/close); timing (fast/slow, even/uneven); or two or more different themes or patterns.

<b>counterbalance</b>	A weight that balances another weight. In dance it usually refers to one or more dancers combining their weight in stillness or in motion to achieve a movement or design that is interdependent. Any limb moving in one direction must be given a counterweight.
<b>dance</b>	Movement selected and organized for aesthetic purposes or as a medium of expression rather than for its function as work or play.
<b>dance forms</b>	The organization or plan for patterning movement; the overall structural organization of a dance or music composition (e.g., AB, ABA, call and response, rondo, theme and variation, canon, and the interrelationships of movements within the overall structure).
<b>dance phrase</b>	A partial dance idea composed of a series of connecting movements and similar to a sentence in the written form.
<b>dance sequence</b>	The order in which a series of movements and shapes occurs.
<b>dance structures</b>	The way in which a dance is constructed or organized; a supporting framework or the essential parts of a dance.
<b>dance study</b>	A short work of dance that investigates a specific idea or concept and shows a selection of movement ideas. It can be improvised or composed.
<b>dynamics</b>	The energy of movement expressed in varying intensity, accent, and quality.
<b>focus</b>	In general, a gathering of forces to increase the projection of intent. In particular, it refers to the dancer's line of sight.
<b>folk/traditional dance</b>	Dance associated with a nationalistic purpose, usually performed today as a surviving portion of a traditional celebration and done for social gatherings or as recreation.
<b>force/energy</b>	An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing.
<b>genre</b>	A particular kind or style of dance, such as ballet, jazz, modern, folk, tap.
<b>gesture</b>	The movement of a body part or combination of parts, with emphasis on the expressive aspects of the move. It includes all movements of the body not supporting weight.
<b>improvisation</b>	Movement created spontaneously that ranges from free-form to highly structured environments, always including an element of chance.
<b>intent</b>	The state of having one's mind fixed on some purpose.
<b>isolation</b>	Movement done with one body part or a small part of the body. Examples are rolling the head, shrugging the shoulders, and rotating the pelvis.
<b>jazz dance</b>	Dance marked by movement isolations and complex, propulsive polyrhythms. It is an outgrowth of African-American ragtime, jazz, spirituals, blues, work songs, and so forth and is considered an American dance style.

<b>kinesthetic principles</b>	Physics principles that govern motion, flow, and weight in time and space, including, for example, the law of gravity, balance, and centrifugal force.
<b>labanotation</b>	A system for analyzing and recording human movement invented by Rudolf von Laban (1879-1958).
<b>locomotor</b>	Movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.
<b>modern dance</b>	A type of dance that began as a rebellion against steps and positions and values expressive and original or authentic movement. It is a twentieth-century idiom.
<b>motif</b>	A distinctive and recurring gesture used to provide a theme or unifying idea.
<b>movement pattern</b>	A repeated sequence of movement ideas, a rhythmic movement sequence, a spatial design on the floor or in the air, or a specific relationship or grouping of people.
<b>movement problem</b>	A specific focus or task that serves as a point of departure for exploration and composing, usually with specific criteria.
<b>musical phrasing</b>	The grouping and articulation of a group of notes that form a logical unit.
<b>musicality</b>	Attention and sensitivity to the musical elements of dance while creating or performing.
<b>partner and group skills</b>	Skills that require cooperation, coordination, and dependence, including imitation, lead and follow, echo, mirroring, and call and response.
<b>pathways</b>	A line along which a person or a part of the person, such as an arm or head, moves (e.g., her arm took a circular path, or he traveled along a zigzag pathway).
<b>phrasing</b>	The way in which the parts of a dance are organized.
<b>postmodern dance</b>	A type of dance introduced by Merce Cunningham that emerged in the 1960s and is generally characterized by a departure from narrative theme and evocative emotion.
<b>principles of composition</b>	The presence of unity, continuity (transitions), and variety (contrasts and repetition) in choreography.
<b>projection</b>	A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience. It also refers to performance quality.
<b>pulse</b>	The underlying and consistent beat.
<b>repetition</b>	The duplication of movements or movement phrases within choreography.
<b>retrograde</b>	The act of taking a sequence of choreography and reversing the order from back to front.
<b>rhythm</b>	A structure of movement patterns in time; a movement with a regular succession of strong and weak elements; the pattern produced by emphasis and duration of notes in music.

<b>shape</b>	The positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical.
<b>skills</b>	Technical abilities; specific movements or combinations.
<b>social dance</b>	Dance done in a social setting. It is traditionally referred to as ballroom dance but includes all popular social dances performed with or without partners.
<b>space</b>	An element of dance that refers to the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.
<b>spatial</b>	Of or relating to space or existing in space.
<b>stylistic nuance</b>	A subtle difference in style of meaning; the subtle or slight movements that identify the distinct characteristics of a particular performer or the dances of a particular choreographer or period.
<b>tap dance</b>	A type of dance that concentrates on footwork and rhythm. This type of dance grew out of American popular dancing, with significant roots in African-American, Irish, and English clogging traditions.
<b>technique</b>	The physical skills of a dancer that enable him or her to execute the steps and movements required in different dances. Different styles or genres of dance often have specific techniques.
<b>tempo</b>	The speed of music or a dance.
<b>time</b>	An element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.
<b>transition</b>	The bridging point at which a single movement, the end of a phrase, or even the end of a larger section of a dance progresses into the next movement, phrase, or sequence.
<b>unison</b>	Dance movement that takes place at the same time in a group.
<b>unity</b>	The feeling of wholeness in a dance achieved when all of the parts work well together.
<b>variety in dance composition</b>	A quantity or range of different things. To maintain audience interest, the choreographer must provide variety within the development of the dance. Contrasts in the use of space, force, and spatial designs as well as some repetition of movements and motifs provide variety.
<b>work</b>	A piece of choreography or a dance.