

## **Content Standard 1 Dance, Elements and Skills: Identify and perform movement elements and dance skills (IL SG 25 )**

### **PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway)
- b. demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning
- c. demonstrate understanding of spatial concepts through, for example:
  - shape-making at low, middle and high levels
  - defining and maintaining personal space
  - demonstrating movements in straight and curved pathways
- d. demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- e. identify and demonstrate basic dynamic contrasts (slow/quick, gentle/strong)
- f. demonstrate kinesthetic awareness and concentration in performing movement skills
- g. demonstrate accuracy in memorizing and reproducing simple movement phrases
- h. observe and describe the movement elements (action, space, dynamics) in a brief movement study

#### **Grade 2 Students:**

- demonstrate nonlocomotor movements while improvising on a theme and observe and describe the movement elements e.g. Students improvise the rising and sinking of the ocean, a balloon being blown up and bursting, or a flower growing in a teacher-led discussion. (a & h).
- demonstrate understanding of spatial concepts and locomotor movements e.g. Students make curved and straight floor pathways while walking, skipping, running, without bumping into each other. (b & c)
- demonstrate changing locomotive movements, levels and dynamic qualities using dramatic imagery to inspire the changes e.g. Students create locomotion for a magic journey on a flying carpet, wading in water, stuck in a swamp, or floating in space. (b, c & e)
- demonstrate understanding of spatial concepts e.g. Students demonstrate the ability to define and maintain personal space through the use of hoops— jumping in and out of the hoop, establishing “home” in the hoop, and dancing around the perimeter of the hoop.(c)
- demonstrate accuracy in moving to a musical beat e.g. the students become a marching band playing imaginary instruments; or jumping — imitating popcorn popping — in response to a regular or changing rhythm. (d)
- demonstrate kinesthetic awareness and concentration e.g. Students “mirror” the teacher’s or partner’s movements. (f)
- demonstrate accuracy in memorizing and reproducing simple movement phrases e.g. Students perform the five basic foot positions in ballet in a specified sequence, or a combination of simple jumps. (g)

#### **Grade 4 Students:**

- demonstrate nonlocomotor movement, with kinesthetic awareness and concentration in performing movement skills e.g. Students perform a sequence of movements as a technical exercise — swinging and stretching. (a & f)
- demonstrate locomotor movements and understanding of the spatial concepts group shape and floor pattern e.g. In a large group dance, the whole class runs/ walks/ skips in large circle which subdivides into “snakes” and then into smaller and smaller circles.( The process can then be reversed) (b & c)
- demonstrate understanding of the spatial concepts of body shape and air pattern e.g. Students make letters with body shapes, and write letters in the air, spelling out their names.(c)
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo e.g. Students respond to different kinds of music through improvisation. (d)
- identify and demonstrate basic dynamic contrasts e.g. Students interpret a dramatic idea— a journey through an imaginary obstacle course involving difficult and easy obstacles, or passing an imaginary object which changes in size and weight. (e)
- demonstrate accuracy in memorizing and reproducing simple movement patterns, kinesthetic awareness and concentration e.g. through a “name” game— the whole class builds an accumulative sequence by adding each student’s personal movement phrase (“name”) and whole group memorizes and performs the complete sequence (g & f)
- demonstrate accuracy in memorizing basic step patterns and observe and describe them through teacher-led discussion e.g. Students perform combinations of steps, hops, skips, & jumps, using different floor patterns — triangles, squares, circles — and describe the combinations in discussion.(g & h)

## Content Standard 2 Dance, Choreography: Understand choreographic principles, processes and structures (IL SG 25)

### PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. use improvisation to discover and invent movement and to solve movement problems
- b. create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment; identify each of these parts of the sequence
- c. create a dance phrase, repeat it, and then vary it (making changes in the time, space, and/or force/energy)
- d. demonstrate the ability to work effectively alone and with a partner
- e. demonstrate the following partner skills: copying, leading and following, mirroring
- f. improvise, create and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas
- g. identify and describe the choreographic structure of their own dances in simple terms

#### Grade 2 Students:

- use improvisation to discover and invent movement and to solve movement problems e.g. 1) Students pass a simple movement around a circle, changing the level of the movement; 2) Students move appropriately to illustrate a range of animal characteristics and movement qualities — slithering like a snake, jumping like a frog. (a)
- create a dance phrase or sequence with a beginning, middle and end, and identify and describe each of the parts e.g. Students create a dance phrase for a simple sentence — *The snow is falling gently to the ground* — and explain their movement choices. (b & g)
- create a dance phrase, repeat it and vary it in terms of time and force e.g. Students create a locomotor phrase and vary it according to different moods or feelings — lazy, joyful, anxious. (c)
- demonstrate the ability to work effectively with a partner, and improvise, create, and perform a simple dance based on a concept suggested by the teacher e.g. Students work with a partner and link body shapes together to create a simple duet. (d & f)
- improvise, create, and perform simple dances (working alone) based on concepts suggested by the teacher and their own feelings and ideas, showing a beginning, middle and end, and identifying these parts of the sequence. e.g. Students improvise a simple cyclical story from the natural world — the life cycle of a butterfly, bird, or flower — showing beginning, middle end. In class discussion, they describe the movements they used and the structure of the dance. (b, d, f & g)
- demonstrate the partner work skills of copying, mirroring, leading and following e.g. Students explore “reflections” and “shadows” (e & a)

#### Grade 4 Students:

- use improvisation to discover and invent movement and to solve movement problems e.g. 1) Students pass a dance phrase (created by a student) round a circle showing changes in level, timing and force 2) Students build a whole group sculpture (one student at a time) with abstract or literal themes (e.g. a scene from a nightmare) 3) Students demonstrate expressive response to a range of contrasting music through improvisation — showing understanding of mood, emotion and feeling. (a)
- improvise, create, and perform simple dances with a beginning, middle, and end, based on concepts suggested by the teacher and their own feelings and ideas, and identify and describe the choreographic structure of their own dances in simple terms e.g. Students choose and use appropriate movement actions and qualities to make a dance expressing simple emotional changes — happy, sad, angry, pleased, bored. In discussion with the teacher, students describe their dances explaining their movement choices and the structure of dance. (b, f, & g)
- demonstrate the ability to work effectively alone and with a partner, and demonstrate partner skills in the creation of a simple dance based on concepts suggested by the teacher e.g. Working with a partner, students are given the beginning and end of a dance called *Partnership* and, working together, they create a dance which connects them. (d, e & f)
- identify and describe the choreographic structure of their own dances in simple terms e.g. Students make a “dance map” — on paper— for a specific dance. (g)

## **Content Standard 3 Dance, Meaning: Understand how dance creates and communicates meaning (IL SG 27)**

### **PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- b. take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theatre or on video
- c. present their own dances to peers and discuss their meanings with confidence

#### **Grade 2 Students:**

- observe and discuss how dance is different from other forms of human movement e.g. Students observe photographs of examples of how people's movement and posture is affected by moods and feelings and describe what they see in class discussion. They then create body shapes ("statues") to communicate moods — boredom, sadness, anger — and then create "statues" which move and change showing changes in mood and feeling (a)
- take an active role in a class discussion about interpretations of and reactions to dance e.g. 1) Students interpret the mood or feeling of their classmates' body or group shapes 2) Students run and step, jump or climb over imaginary "obstacles" while other children guess what the "obstacles" are. (b)
- present their own simple dances to their peers and explain their meanings e.g. 1) Students create a dance about balloons, being blown up and bursting explosively or slowly emptying; they watch each other and discuss the results. 2) Students perform simple "happy" and "sad" dances and communicate the feelings with the appropriate expressive movement. Then they explain their movement choices in discussion. (b & c)
- present their own simple dances to their peers and explain their meanings e.g. Students create a dance about "making friends", finding gestures to bond the members of the group such as shaking hands, leaning on each other, supporting each other, and discuss the most effective movement "friendships" (a, b)

#### **Grade 4 Students:**

- observe and discuss how dance is different from other forms of human movement e.g. 1) Students watch a dance based on an every day idea— sports, travel, shopping — and discuss what has happened to the original movement idea. 2) Students develop mime gestures for different parts of their daily routine and develop them into a dance phrase or sequence. 3) Students create dance movements from sports actions; 4) Students explore and discuss how gravity affects everyday movement and then experiment with ways to "play" with gravity to create an illusion. Students move as if there is no gravity, which allows them to float, or too much gravity which pulls them to ground; students watch each other and discuss the success of the illusion. (a & b)
- take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theater or on video. e.g. After watching a video of a professional dance company, students answer questions about the meaning of the piece. (b)
- present their own dances to peers and discuss their meaning with confidence e.g. 1) Students travel at different levels and in different ways to create a narrative — moving through enemy territory, a swamp, or wading through water. After watching each other, the students deduce the narrative based on the movement performed. 2) Students create small group dances and perform them for their peers. For example, from the natural world—a wind storm approaching. In class discussion the students describe their reactions to the dances. 3) Students, working in small groups, create architectural forms which after discussion, they put together to "build" a "human city" (a, b, c)

**Content Standard 4 Dance, Thinking Skills: Apply analytical and evaluative thinking skills in dance (IL SG 25 &27)**

**PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways
- c. demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way

**Grade 2 Students:**

- generate multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for their choice e.g. Working with a partner, students create movement phrases for a simple poem. The students then watch each other and, in discussion, decide which dancers have been most successful in their movement choices and why ( a)
- observe two ( or more) of their own simple dances and discuss how they are similar and different in terms of one of the elements of dance e.g. 1) "growing" dances which finish in a still body shape . Viewers guess what the dancer has "grown into". 2) Working with a partner, one dancer gets over an imaginary obstacle, and the other guesses what the obstacle is based on the method of "getting over" (jump, climb, step, slide, etc) After both of these guessing games, the students discuss what they have seen in terms of the key element (*Shape* in the first example and *locomotion* in the second). (b)
- observe two dances (live or on video) and discuss how they are similar and different in terms of one of the elements of dance; demonstrate appropriate audience behavior in watching dance performances; and discuss their opinions about the dances with their peers in a supportive and constructive way e.g. Students view each others' dances or dance on video with concentration and focus, answer their teacher's questions about the performances giving reasons for their answers, and listen to each others' points of view. (b & c)

**Grade 4 Students:**

- generate multiple solutions to a given movement problem choose their favorite solution and discuss the reasons for their choice e.g. Students work with a partner using him or her as a malleable "statue". The "sculptors" shape and reshape the "statue" to communicate ideas or concepts —anger, sadness, joy, contentment. Each pair chooses one "statue" to share with the whole class and the "sculptor" explains its meaning. (a)
- generate multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for their choice e.g. Students create dances based on "war and peace". After watching all the completed dances, the class members discuss the dances offering reasoned opinions ( in a supportive and constructive way) about which are the most successful. (a & c)
- observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways e.g. Students watch two dances on video and compare them using the appropriate spatial terminology. (b)

## Content Standard 5 Dance, History and Cultures: Demonstrate understanding of dance in various cultures and historical periods (IL SG 27)

### PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. perform folk dances from various cultures with competence and confidence
- b. perform a dance from a resource in their own community; describe the cultural and/or historical context (how and why this dance is/was performed)
- c. answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?)

#### Grade 2 Students:

- perform folk dances from various cultures with competence and confidence e.g. A Japanese “welcome” dance, an English Maypole dance, an English country dance, a simple Tarantella( Italian) , La Plena (Puerto Rican), the Russian Troika, Los Machetes (Mexico), a Syrtos (Greece), Chinese Animal Dances. (a)
- perform folk dances in a particular culture and time period with competence and confidence, and answer questions about the dance e.g. Students perform a dance from another historical period and explain its origins e.g a medieval *Farandole*(chain dance), taking turns as leaders and demonstrating several “snail shell” patterns (representing the story of Theseus and the Minotaur, or going down into the underworld and returning); or the movements of the horses pulling a sleigh in the Troika. (a&c)
- answer questions about dance in a particular culture and time period e.g. Students view a video of folk dances from diverse cultures and describe the dances’ obvious characteristics (in structure and content) in discussion with the teacher (c)
- perform a dance from a resource in their own community; describe the cultural and/or historical context e.g. Students demonstrate Irish step dance, or the basic positions of classical ballet and explain their origins (in simple terms). (b)
- demonstrate fundamental concepts of classical ballet e.g. Students demonstrate foot and arm positions. (c)

#### Grade 4 Students:

- perform folk dances from various cultures with competence and confidence e.g. Students demonstrate a range of different folk dance “steps” — a *grape vine* step, *Chug*, pivot step *Allemande left* and *Dos- a- dos*. (a)
- perform a dance from a resource in their own community; describe the cultural and/or historical context e.g. Students demonstrate fundamental concepts of classical ballet technique, such as basic foot and arm positions, *plier*, *tendue* , *relever*, *sauter* , explaining these terms, or the basic steps of tap dance and tap’s origins. (b)
- perform folk dances from various cultures with competence and confidence and answer questions about dance in a particular culture e.g. American square dance, a waltz, a polka, a Greek Hora, Tarantella, Japanese Minyo dances, Meringue, Salsa (a & c )
- answer questions about dance in a particular time period or culture e.g. Students view *Minuet* and *Salsa* and compare them in class discussion (c)

## **Content Standard 6 Dance, Healthful Living: Make connections between dance and healthful living(IL SG 26)**

### **PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. identify at least three personal goals to improve themselves as dancers
- b. describe the skeleton and how it works in simple terms
- c. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples

#### **Grade 2 Students:**

- identify at least three personal goals to improve themselves as dancers e. g. to develop more strength to control certain movements; to concentrate more intently so that they are not distracted by others: to listen more carefully to the music. (a)
- describe the skeleton and how it works in simple terms. (a) 1) Students identify and describe muscles and bones and explain how they work 2) In small groups, students create and describe a fantasy creature and determine its mode of locomotion, describing the creature and its locomotion anatomically. 3) In small groups, students create shapes that are interconnected and represent different parts of the skeleton. For example, "hinge" joints, or the spine's vertebrae. (b)
- explain how healthy practices enhance their ability to dance e. g, Students demonstrate understanding and control of their own breathing and explain its importance ; demonstrate correct alignment of body when standing and sitting. (c)

#### **Grade 4 Students:**

- identify at least three goals to improving themselves as dancers (after watching themselves dancing on video) e. g. to develop more strength to control certain movements; to develop more clarity of "line" in the body; to be more responsive to fellow dancers. (a)
- describe the skeleton and how it works in simple terms e.g. In groups, students create dance studies which demonstrate an aspect of how the body works. For example, a dance built around movements of the spine —flexing, extending and rotating. (b)
- explain how healthy practices enhance their ability to dance e.g. 1) Students describe and demonstrate basic warm-up stretches; explain why it is so important to take care — and to look where you are going — when you are dancing in a group. 2) Students create dances that demonstrate their understanding of healthy practices: dances about food groups and their relationships; or dances that demonstrate good social skills, with the dancers depending on each other in different ways. (c)

## **Content Standard 6 Dance, Connections: Make connections between dance, other disciplines and daily life (IL SG 27)**

### **PERFORMANCE STANDARDS**

Educational experiences in **grades K-4** will assure that students:

- a. create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)
- b. respond to a dance using another art form; explain the connections between the dance and their response to it (such as making a painting about a dance and describing the connections)
- c. video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance

#### **Grade 2 Students:**

- create a dance project that reveals understanding of a concept or idea from another discipline e.g. Students create a dance based on 1) a story being read in language arts 2) using mathematical concepts such as shape and number, 3) using themes from science such the weather, the environment, the age of dinosaurs, the elements of earth, air, fire and water or life and seasonal cycles. (a)
- respond to a dance using another art form; explain the connections between the dance and their response to it e.g. 1) Music: students create a sound score for a student dance demonstrating understanding of dance and music through (for example) use of pulse and rhythm, crescendo and diminuendo, changes in tempi 2) Visual art: students create a mural of the class's dance showing its different sections or components. (b)
- video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance (connecting with technology) e.g. Students make simple choices for camera angles. (c)

#### **Grade 4 Students:**

- create a dance project that reveals understanding of a concept or idea from another discipline e.g. connecting with:
  - 1) language arts; students base a dance on a story being read in class or one of their own;
  - 2) language arts; using writing prompts, students describe in writing the structure and/or meaning of a dance
  - 3) math; students create and change movement sequence using addition and subtraction; or determine fractions from a pattern of jump-turns
  - 4) science; students create a dance about an electrical circuit, magnetism, weather, environmental hazards or change;
  - 5) geography; students create dance "maps" (on paper) of floor patterns;
  - 6) social studies; a) Students create dances using themes such as democracy, power, immigration, conflict, war and peace; b) students explore the concepts of "exploration" and "encounter" in movement to create a dance about Columbus and the Native Americans. (a)
- respond to dance using another art form; explain the connections between the dance and their response to it e.g. Students explore the "elements of design" of visual art through movement, and demonstrate understanding of these terms by watching a dance and identifying the elements of design in the dance. (This can be a class dance or a dance viewed on video. (b)
- video record a simple dance (after collaborative planning in small groups) which successfully shows the interdisciplinary concept or idea that drives the dance e.g. Students video tape their own dance, introducing it (on camera) with an explanation of the interdisciplinary connection. (c)