## Idaho Fine Arts Standards – Dance

### DANCE

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

**Essential Question(s): Where do choreographers get ideas for dances?**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st DA:Cr1.1.K</th>
<th>2nd DA:Cr1.1.2</th>
<th>3rd DA:Cr1.1.3</th>
<th>4th DA:Cr1.1.4</th>
<th>5th DA:Cr1.1.5</th>
<th>6th DA:Cr1.1.6</th>
<th>7th DA:Cr1.1.7</th>
<th>8th DA:Cr1.1.8</th>
<th>HS Proficient DA:Cr1.1.I</th>
<th>HS Accomplished DA:Cr1.1.II</th>
<th>HS Advanced DA:Cr1.1.III</th>
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<tbody>
<tr>
<td><strong>Explore</strong></td>
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<tr>
<td>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</td>
<td>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</td>
<td>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.</td>
<td>a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</td>
<td>a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</td>
<td>a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</td>
<td>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).</td>
<td>a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.</td>
<td>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.</td>
<td>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</td>
<td>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</td>
<td>a. Synthesize content generated from stimulus materials. Experiment and take risks to discover a personal voice to communicate artistic intent.</td>
</tr>
<tr>
<td>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</td>
<td>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</td>
<td>b. Combine a variety of movements while manipulating the elements of dance.</td>
<td>b. Explore a given movement problem. Select and demonstrate a solution.</td>
<td>b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.</td>
<td>b. Construct and solve multiple movement problems to develop choreographic content.</td>
<td>b. Explore various movement vocabularies to transfer ideas into choreography.</td>
<td>b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.</td>
<td>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</td>
<td>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</td>
<td>b. Apply personal movement preferences and strengths to the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</td>
<td>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</td>
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</tbody>
</table>
### Idaho Fine Arts Standards – Dance

#### Plan

**Creating Anchor Standard 2:** Organize and develop artistic ideas and work.  
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

<table>
<thead>
<tr>
<th>Essential Question(s): What influences choice-making in creating choreography?</th>
<th>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td><strong>1st</strong></td>
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<tr>
<td>DA:Cr2.1.K</td>
<td>DA:Cr2.1.1</td>
</tr>
<tr>
<td>a. Improve dance that has a beginning, middle, and end.</td>
<td>a. Improve a series of movements that have a beginning, middle, and end, and describe movement choices.</td>
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<tr>
<td>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.</td>
<td>b. Choose movements that express an idea or emotion, or follow a musical phrase.</td>
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<tr>
<td>Kindergarten</td>
<td>1st</td>
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<tr>
<td><strong>Revise</strong></td>
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<tr>
<td>a. Apply suggestions for changing movement through guided improvisational experiences.</td>
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<td>b. Depict a dance movement by drawing a picture or using a symbol.</td>
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<tr>
<td>b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).</td>
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<tr>
<td>b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).</td>
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<tr>
<td>b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).</td>
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<tr>
<td>b. Record changes in a dance sequence through writing, symbols, or a form of media technology.</td>
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<tr>
<td>b. Explore or invent a system to record a dance sequence in a dance phrase by using words, symbols, or a form of media technology.</td>
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<td>b. Investigate a recognized system to document a section of a dance sequence through writing, symbols, or media technologies.</td>
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<tr>
<td>b. Compare recognized systems to document a section of a dance sequence using writing, symbols, or media technologies.</td>
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<tr>
<td>b. Develop a strategy to record a dance sequence using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</td>
<td></td>
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<tr>
<td>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</td>
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</tbody>
</table>

**Anchor Standard 3:** Refine and complete artistic work.

**Enduring Understanding:** Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Essential Question(s):** How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
### Idaho Fine Arts Standards – Dance

**Performing**

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Space, time, and energy are basic elements of dance.

**Essential Question(s):** How do dancers work with space, time and energy to communicate artistic expression?

#### Kindergarten

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<tr>
<td>DA:Pr4.1.1</td>
<td>DA:Pr4.1.2</td>
<td>DA:Pr4.1.3</td>
</tr>
</tbody>
</table>

**Express**

- a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.

- b. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.

- a. Judge spaces as distance traveled and use space threedimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

- a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.

- b. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

- a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish different dance lines and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.

- a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct pathways.

- b. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

- a. Refine partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

- a. Expand movement vocabulary of floor and air patterns or direct pathways.

- b. Use variations within a time and the dynamics of a phrase or dance work. Accurately use accentuated and unaccented beats in 3/4 and 4/4 meter.

- a. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

- b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Recognize and respond to tempo changes as they occur in dance and music.

- b. Integrate breath phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.

- b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

- b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.

- b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”

- b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”

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Performing

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c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

b. Demonstrate safe body locomotor and nonlocomotor movements, body patterning movements, and body shapes.

b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

b. Replicate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.

Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.

a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of intention) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

b. Execute techniques that extend movement and build strength and endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.

b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.

b. Execute body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how they enhance performance.

b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.

b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.

b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personalized nutrition plan that supports health for everyday life.

b. Apply body/mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self evaluate performances and discuss and analyze performance ability with others.

b. Demonstrate a range of locomotor and nonlocomotor movements, body patterning, body shapes, and directional awareness while dancing the movement characteristics.

b. A dancer can do to prepare the mind and body for artistic expression?

b. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives to heighten the effect of their intent).

b. Demonstrate kinesthetic awareness while maintaining personal space.

b. Assess and apply adjectives to movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

b. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.

b. Move safely in patterns and group formations, body shapes, and directional awareness while dancing the movement characteristics.

b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

b. Move safely in general space through a range of activities and group formations while maintaining personal space.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understandings: Dancers can make informed decisions about what the body and personal practice support.

5th Grade

Kindergarten

DA:Pr5.1.K

1st Grade

DA:Pr5.1.1

2nd Grade

DA:Pr5.1.2

3rd Grade

DA:Pr5.1.3

4th Grade

DA:Pr5.1.4

5th Grade

DA:Pr5.1.5

6th Grade

DA:Pr5.1.6

7th Grade

DA:Pr5.1.7

8th Grade

DA:Pr5.1.8

HS Proficient

DA:Pr5.1.I

HS Accomplished

DA:Pr5.1.II

HS Advanced

DA:Pr5.1.III
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| c. Move body parts in relation to other body parts and repeat and recall movements upon request. |
| c. Modify movements and spatial arrangements upon request. |
| c. Repeat movements, with an awareness of self and others in space. Selfadjust and modify movements or placement upon request. |
| c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and selfcheck to improve dance skills. |
| c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals. |
| c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline). |
| c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems by testing options and finding good results. Document self-improvements over time. |
| c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations). |
| c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline). |
| c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies. |
| c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements. |
| c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence. |
Idaho Fine Arts Standards – Dance

Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question(s): How does a dancer heighten artistry in a public performance?

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<tr>
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<tbody>
<tr>
<td><strong>Present</strong></td>
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<tr>
<td>a. Dance for and with others in a designated space.</td>
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<td>a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).</td>
<td>a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grass area).</td>
<td>a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</td>
<td>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and make corrections as needed and apply to future performances.</td>
<td>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances.</td>
<td>a. Demonstrate leadership qualities (for example, commitment, dependability, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances.</td>
<td>a. Demonstrate leadership qualities (for example, commitment, dependability, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Postperformance, accept notes from choreographer and apply corrections to future performances.</td>
<td>a. Demonstrate leadership qualities (for example, commitment, dependability, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</td>
<td>a. Demonstrate leadership qualities (for example, commitment, dependability, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</td>
</tr>
<tr>
<td>b. Select a prop to use as part of a dance.</td>
<td>b. Explore the use of simple props to enhance performance.</td>
<td>b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</td>
<td>b. Identify, explore, and experiment with a variety of production elements to heighten and intensify the artistic intent and audience experience.</td>
<td>b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</td>
<td>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</td>
<td>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</td>
<td>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of the dances.</td>
<td>b. Collaborate to design and execute production elements that would be necessary to fulfill the artistic intent of the dance works.</td>
<td>b. Collaborate to design and execute production elements that would be necessary to fulfill the artistic intent of the dance works.</td>
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<tr>
<td>c. Use limited production elements (for example, hand props, simple scenery, or media projections).</td>
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<td>c. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.</td>
<td>c. Identify, explore, and experiment with a variety of production elements to heighten and intensify the artistic intent and audience experience.</td>
<td>c. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</td>
<td>c. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</td>
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**Anchor Standard 7: Perceive and analyze artistic work**

**Enduring Understanding:** Dance is perceived and analyzed to comprehend its meaning.

**Essential Question(s):** How is a dance understood?

<table>
<thead>
<tr>
<th>Responding</th>
<th>Kindergarten</th>
<th>1st</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>a. Find a movement that repeats in a dance.</td>
<td>a. Find a movement that repeats in a dance to make a pattern.</td>
<td>a. Find movements in a dance that develop a pattern.</td>
<td>a. Find a movement pattern that creates a movement phrase in a dance work</td>
<td>a. Find patterns of movement in dance works that create a style or theme.</td>
<td>a. Find meaning or artistic intent from the patterns of movement in a dance work.</td>
<td>a. Describe or demonstrate recurring patterns of movement and their relationships in dance.</td>
<td>a. Compare, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.</td>
<td>a. Analyze recurring patterns of movement and their relationships in dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.</td>
<td>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</td>
<td>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</td>
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<tr>
<td></td>
<td>b. Demonstrate or describe observed or performed dance movements from a specific genre or culture</td>
<td>b. Demonstrate and describe movements in dances from different genres or cultures.</td>
<td>b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.</td>
<td>b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</td>
<td>b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</td>
<td>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</td>
<td>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</td>
<td>b. Analyze the use of dance in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</td>
<td>b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</td>
<td>b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</td>
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### Idaho Fine Arts Standards – Dance

#### Anchor Standard 8: Interpret intent and meaning in artistic work.

**Enduring Understanding:** Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.  

**Essential Question(s):** How is dance interpreted?

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Enduring Understanding:** Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

**Essential Question(s):** What criteria are used to evaluate dance?

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### Kindergarten and 1st Grade (DA:Re8.1.K)

**Interpret**

- a. Observe movement and describe it using simple dance terminology.

**Critique**

- a. Identify a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.

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### 2nd to 8th Grade (DA:Re8.1.2 to DA:Re8.1.8)

**Interpret**

- a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
- a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
- a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.
- a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
- a. Interpret meaning in a dance based on its elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre-specific dance terminology.
- a. Interpret meaning in a dance based on its elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre-specific dance terminology.
- a. Compare and contrast different dances and discuss their intent and artistic expression using genre-specific dance terminology.
- a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre-specific dance terminology.

**Critique**

- a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dances work well, and explain why they work. Use simple dance terminology.
- a. Compare and contrast different dances and discuss their intent and artistic expression using genre-specific dance terminology.
- a. Discuss and demonstrate dances from a specific genre, styles, or cultures. Identify and demonstrate movements from dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.
- a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop evaluative criteria to critique the dance using genre-specific dance terminology.
- a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria to critique artistic expression. Consider societal, personal values, and a range of artistic expressions. Discuss perspectives with peers and justify views.
### Idaho Fine Arts Standards – Dance

**Dance**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

**Essential Question(s):** How does dance deepen our understanding of ourselves, other knowledge, and events around us?

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<tr>
<td>a. <strong>Recognize and name an emotion that is experienced when watching, improving, or performing dance and relate it to a personal experience.</strong></td>
<td>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</td>
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<td>a. <strong>Identify ideas for movement and use resources to find information about a topic of interest. Use the information to create a dance that communicates a perspective about an issue or event.</strong></td>
<td>a. <strong>Research a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one’s perspective.</strong></td>
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<td>a. <strong>Find an experience or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</strong></td>
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<td>a. <strong>Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one’s attitudes and movement preferences.</strong></td>
<td>a. <strong>Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one’s perspective.</strong></td>
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<td>a. <strong>Describe, create, and/or perform a dance that expresses personal meaning and relate it to a specific idea.</strong></td>
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<td>a. <strong>Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one’s own experiences, relationships, ideas or perspectives.</strong></td>
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<td>a. <strong>Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</strong></td>
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**Connecting**

- **DA:** Dance Architecture
- **Crn:** Creative Response
- **Hi:** High
- **I:** Intermediate
- **K:** Kindergarten
- **O:** Overall
- **P:** Proficient
- **S:** Standard
- **T:** Total
- **I:** Interdisciplinary
- **Th:** Third
- **F:** First
- **2t:** Second
- **4t:** Fourth
- **3t:** Third
- **5t:** Fifth
- **6t:** Sixth
- **7t:** Seventh
- **8t:** Eighth
- **Hs:** High School
- **Cap:** Capstone
- **Prof:** Professor
- **Accomplished:** Accomplished
- **Advanced:** Advanced
- **R:** Research
- **W:** Writing
- **C:** Creative
- **S:** Scientific
- **D:** Dance
- **A:** Audience
- **B:** Body
- **M:** Movement
- **V:** Vision
- **H:** History
- **T:** Theme
- **P:** Perspective
- **Cp:** Capstone
- **Q:** Question
- **Eng:** Engagement
- **L:** Learning
- **A:** Analysis
- **S:** Synthesis
- **C:** Communication
### Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**Enduring Understanding:** Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Essential Question(s):** How does knowing about societal, cultural, historical and community experiences expand dance literacy?

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<td><strong>Relate</strong></td>
<td>a. Describe or demonstrate the movements in a dance that was watched or performed.</td>
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<td>a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate its cultural, historical, and/or community purpose or meaning.</td>
<td>a. Analyze and discuss, how dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.</td>
<td>a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss why dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.</td>
<td>a. Analyze dances from selected genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</td>
<td>a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.</td>
<td>a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</td>
<td>a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</td>
<td>a. Analyze and discuss, how dances from a different culture and discuss or demonstrate the types of movement danced.</td>
<td>a. Analyze or demonstrate the movements in a dance that was watched or performed.</td>
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