



# Oregon Dance Standards

Grades preK-12

VERSION 1.0



OREGON  
DEPARTMENT OF  
EDUCATION

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## Dance Standards: PreK-3

### Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

#### DA.1.CR1 Grade Level Standards PreK-3

##### *Pre K DA.1.CR1.PK*

1. Respond in movement to a variety of sensory stimuli (e.g., music/sound, animals, toys, narrative/story).

##### *Kindergarten DA.1.CR1.K*

1. Respond in movement to a variety of stimuli (e.g., images, symbols, adverbs, adjectives, elements of nature, tactile, emotions).

##### *1<sup>st</sup> Grade DA.1.CR1.1*

1. Explore movement inspired by a variety of stimuli and identify the sources of movement inspiration.

##### *2<sup>nd</sup> Grade DA.1.CR1.2*

1. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.

##### *3<sup>rd</sup> Grade DA.1.CR1.3*

1. Experiment with a variety of self-identified stimuli for movement (e.g., text, images, observed dance, personal experiences).

#### Enduring Understanding DA.1.CR1

Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

#### Essential Question DA.1.CR1

Where do choreographers get ideas for dances?



## Anchor Standard 2: Create – Organize and develop artistic ideas and work.

### DA.2.CR2 Grade Level Standards PreK-3

#### *Pre K DA.2.CR2.PK*

1. Improvise movement that starts and stops on cue and expresses an idea.

#### *Kindergarten DA.2.CR2.K*

1. Improvise movement that has a beginning, middle and end and expresses an idea.

#### *1<sup>st</sup> Grade DA.2.CR2.1*

1. Create a series of movements with a beginning, middle and end.
2. Draw a picture of the movement.

#### *2<sup>nd</sup> Grade DA.2.CR2.2*

1. Create a dance phrase with a clear beginning, middle, and end that has a main idea.
2. Draw a map or picture of the dance.

#### *3<sup>rd</sup> Grade DA.2.CR2.3*

1. Create a simple movement combination using other dance structures (e.g. AB, ABA, theme and variation, repetition) that may express an idea or feeling.

### Enduring Understanding DA.2.CR2

The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

### Essential Question DA.2.CR2

How do choreographers use structure and choices to create meaningful and aesthetic choreography?

## Anchor Standard 3: Create – Refine and complete artistic work.

### DA.3.CR3 Grade Level Standards PreK-3

#### *Pre K DA.3.CR3.PK*

1. Respond to suggestions for changing movement through guided improvisational experiences.

#### *Kindergarten DA.3.CR3.K*

1. Apply suggestions for changing movement through guided improvisational experiences.

#### *1<sup>st</sup> Grade DA.3.CR3.1*

1. Explore suggestions to change movement within short remembered sequences

#### *2<sup>nd</sup> Grade DA.3.CR3.2*

1. Make choices to change movement from guided improvisation and/or short remembered sequences.

#### *3<sup>rd</sup> Grade DA.3.CR3.3*

1. Revise movement choices in response to feedback to improve a short dance combination.
2. Describe the differences the changes made in the movements.

### Enduring Understanding DA.3.CR3

Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

### Essential Question DA.3.CR3

How can I improve the quality of my work through self-reflection and feedback from others?

## Anchor Standard 4: Create – Select, analyze and interpret artistic work for presentation.

### DA.4.CR4 Grade Level Standards PreK-3

#### *Pre K DA.4.CR4.PK*

1. Move with opposing characteristics of speed (e.g. fast and slow), energy (e.g. sharp and smooth), and weight (e.g. heavy and light).

#### *Kindergarten DA.4.CR4.K*

1. Match movement to musical tempo and apply different qualities to movement.

#### *1<sup>st</sup> Grade DA.4.CR4.1*

1. Recognize steady beat and move to beats at varying speeds.
2. Demonstrate movement that interprets descriptive words (e.g. use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).

#### *2<sup>nd</sup> Grade DA.4.CR4.2*

1. Identify the length of time (duration) a move or phrase takes (e.g. whether it is long or short).
2. Choose and demonstrate movement qualities appropriate to different music selections and movement contexts.

#### *3<sup>rd</sup> Grade DA.4.CR4.3*

1. Fill specified duration of time with movement and differentiate between “in time” and “out of time” to music.
2. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

### Enduring Understanding DA.4.CR4

Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

### Essential Question DA.4.CR4

In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

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

### DA.5.PR1 Grade Level Standards PreK-3

#### *Pre K DA.5.PR1.PK*

1. Demonstrate basic full body locomotor and non-locomotor skills and move individual body parts.
2. Start and stop movement on cue, while maintaining personal space.

#### *Kindergarten DA.5.PR1.K*

1. Demonstrate same-side and cross-body locomotor and non-locomotor movements and body shapes with spatial awareness.
2. Move safely while maintaining personal space and demonstrate balance in various body positions.

#### *1<sup>st</sup> Grade DA.5.PR1.1*

1. Demonstrate a range of locomotor and non-locomotor movements, body shapes, and directionality with spatial awareness.
2. Demonstrate balance while stationary and in motion safely, while maintaining personal space.

#### *2<sup>nd</sup> Grade DA.5.PR1.2*

1. Demonstrate a range of locomotor and non-locomotor movements and basic dance combinations that require moving through space using a variety of pathways.
2. Adjust and modify movements and spatial arrangement upon request.

#### *3<sup>rd</sup> Grade DA.5.PR1.3*

1. Demonstrate dance combinations with a partner or in a group combining body shapes and movement patterns.
2. Adjust body-use to coordinate with others to safely execute movement with an awareness of body alignment.

### Enduring Understanding DA.5.PR1

Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

### Essential Question DA.5.PR1

What must a dancer do to prepare the body for artistic expression?

## Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

### DA.6.PR2 Grade Level Standards PreK-3

#### *Pre K DA.6.PR2.PK*

1. Use a simple prop as a part of a dance.

#### *Kindergarten DA.6.PR2.K*

1. Dance for others in a designated space.

#### *1<sup>st</sup> Grade DA.6.PR2.1*

1. Dance for others in a space where audience and performers occupy different areas.

#### *2<sup>nd</sup> Grade DA.6.PR2.2*

1. Use simple production elements (e.g. hand props or simple scenery) while performing dance for others.

#### *3<sup>rd</sup> Grade DA.6.PR2.3*

1. Explore simple production elements (e.g. costumes, props, music, scenery, and lighting) for a dance performed for an audience in a designated specific performance space.

### Enduring Understanding DA.6.PR2

Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

### Essential Question DA.6.PR2

How can elements of production heighten the meaning and artistic intent of a dance?

## Anchor Standards 7 & 8: Respond – Perceive and analyze artistic work and Interpret intent and meaning in artistic work.

### DA.7-8.RE1-2 Grade Level Standards PreK-3

#### Pre K DA.7-8.RE1-2.PK

1. Observe a dance. Identify a movement, and repeat it.

#### Kindergarten DA.7-8.RE1-2.K

1. Demonstrate or describe observed dance movements.

#### 1<sup>st</sup> Grade DA.7-8.RE1-2.1

1. Identify a movement in a dance that repeats.
2. Describe it using simple dance terminology (e.g. march, tip-toe, jump).

#### 2<sup>nd</sup> Grade DA.7-8.RE1-2.2

1. Identify a movement from a dance that suggests an idea.
2. Explain how the movement captures the idea using simple dance terminology (e.g. gallop, bend, turn).

#### 3<sup>rd</sup> Grade DA.7-8.RE1-2.3

1. Identify and describe elements of dance (e.g. body parts, shapes, movement patterns, relationships, use of space, time, and effort) in an observed dance from a specific genre or culture.

### Enduring Understanding DA.7-8.RE1-2

The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

### Essential Question DA.7-8.RE1-2

How can I “read” a dance to interpret meaning?

*(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)*

## Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

### DA.9.RE3 Grade Level Standards PreK-3

#### *Pre K DA.9.RE3.PK*

1. Find a movement that you like in a dance.
2. Explain why it is fun to do.

#### *Kindergarten DA.9.RE3.K*

1. Pick a movement from a dance and repeat it.
2. Explain why you like it.

#### *1<sup>st</sup> Grade DA.9.RE3.1*

1. Identify several movements in a dance and describe the characteristics that make the movements interesting.
2. Talk about why they were chosen.

#### *2<sup>nd</sup> Grade DA.9.RE3.2*

1. Observe different dances and discuss characteristics of the dances that make them work well.
2. Explain why, using simple dance terminology.

#### *3<sup>rd</sup> Grade DA.9.RE3.3*

1. Select dance movements from specific genres or cultures.
2. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

### Enduring Understanding DA.9.RE3

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### Essential Question DA.9.RE3

How do we evaluate the quality of a dance?

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

### **DA.10.CO1 Grade Level Standards PreK-3**

#### *Pre K DA.10.CO1.PK*

1. Show a dance movement experienced at home or elsewhere.

#### *Kindergarten DA.10.CO1.K*

1. Recognize and name an emotion that is experienced when watching or performing dance and relate it to a personal experience.

#### *1<sup>st</sup> Grade DA.10.CO1.1*

1. Share a personal experience and express it through a dance movement.

#### *2<sup>nd</sup> Grade DA.10.CO1.2*

1. Describe, create, and/or perform a dance that expresses personal meaning.
2. Explain how certain movements express this personal meaning.

#### *3<sup>rd</sup> Grade DA.10.CO1.3*

1. Compare the relationships expressed in a dance to relationships in one's own life.
2. Explain how they are the same or different.

### **Enduring Understanding DA.10.CO1**

Dance reflects personal identity, values, and beliefs through how one creates, performs, and responds to dance.

### **Essential Question DA.10.CO1**

How does dance relate to and develop personal identity, values, and beliefs?

## **Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

### **DA.11.CO2 Grade Level Standards PreK-3**

#### *Pre K DA.11.CO2.PK*

1. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate them.

#### *Kindergarten DA.11.CO2.K*

1. Observe a work of visual art. Describe what is seen and express it through movement.

#### *1<sup>st</sup> Grade DA.11.CO2.1*

1. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

#### *2<sup>nd</sup> Grade DA.11.CO2.2*

1. Read or write a story and dance it.

#### *3<sup>rd</sup> Grade DA.11.CO2.3*

1. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

### **Enduring Understanding DA.11.CO2**

Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study.

### **Essential Question DA.11.CO2**

How does dance relate to society, culture, history, and other disciplines and areas of study?

## Dance Standards 4-8

### Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

#### DA.1.CR1 Grade Level Standards 4-8

##### *4<sup>th</sup> Grade DA.1.CR1.4*

1. Identify ideas for choreography generated from a variety of stimuli (e.g. notation, emotions, observed dance, personal experiences).

##### *5<sup>th</sup> Grade DA.1.CR1.5*

1. Build content for choreography using several stimuli (e.g. literary forms, natural phenomena, current news, social events).

##### *6<sup>th</sup> Grade DA.1.CR1.6*

1. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.

##### *7<sup>th</sup> Grade DA.1.CR1.7*

1. Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.

##### *8<sup>th</sup> Grade DA.1.CR1.8*

1. Implement movement from a variety of stimuli to develop dance content for an original dance.

#### Enduring Understanding DA.1.CR1

Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

#### Essential Question DA.1.CR1

Where do choreographers get ideas for dances?

## Anchor Standard 2: Create – Organize and develop artistic ideas and work.

### DA.2.CR2 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.2.CR2.4

1. In a group, use movement concepts (e.g. change level, direction, timing, relationships) to vary a movement combination.
2. Discuss the effect of the movement choices.

#### 5<sup>th</sup> Grade DA.2.CR2.5

1. In a group, develop a dance combination by selecting specific movement vocabulary to communicate an idea.
2. Document the dance and explain reasons for movement choices.

#### 6<sup>th</sup> Grade DA.2.CR2.6

1. In a group, use different dance structures and movement concepts to vary a dance combination.

#### 7<sup>th</sup> Grade DA2.CR2.7

1. Individually or in a group, create and vary a dance combination that communicates an artistic intent and evaluate why some movements are more or less effective than others.
2. Document the dance.

#### 8<sup>th</sup> Grade DA.2.CR2.8

1. Individually or in a group, create a complete dance that communicates personal or cultural meaning.
2. Document the dance and discuss how the dance communicates non-verbally.

### Enduring Understanding DA.2.CR2

The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

### Essential Question DA.2.CR2

How do choreographers use structure and choices to create meaningful and aesthetic choreography?

## Anchor Standard 3: Create – Refine and complete artistic work.

### DA.3.CR3 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.3.CR3.4

1. Revise movement choices based on peer feedback and self-reflection to improve a short dance combination.
2. Explain choices made in the process.

#### 5<sup>th</sup> Grade DA.3.CR3.5

1. Refine movements based on peer feedback and self-reflection to clarify communication of an idea within a dance combination.
2. Record changes made through writing, drawings, or media technology.

#### 6<sup>th</sup> Grade DA.3.CR3.6

1. Revise dance compositions using collaboratively developed artistic criteria.

#### 7<sup>th</sup> Grade DA.3.CR3.7

1. Evaluate possible revisions of a dance composition based on feedback.
2. Explain how they may clarify artistic intent.

#### 8<sup>th</sup> Grade DA.3.CR3.8

1. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and feedback of others.
2. Articulate the reasons for choices.

### Enduring Understanding DA.3.CR3

Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

### Essential Question DA.3.CR3

How can I improve the quality of my work through self-reflection and feedback from others?

## Anchor Standard 4: Create – Select, analyze and interpret artistic work for presentation.

### DA.4.CR4 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.4.CR4.4

1. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond in movement to tempo changes as they occur in dance and music.
2. Analyze movements and phrases for use of energy and dynamic changes.

#### 5<sup>th</sup> Grade DA.4.CR4.5

1. Dance to a variety of rhythms.
2. Contrast bound and free-flowing movements.

#### 6<sup>th</sup> Grade DA.4.CR4.6

1. Accurately use accented and unaccented beats in different meters
2. Vary muscular tension to represent different emotions and meanings as it applies to one of more dance styles.

#### 7<sup>th</sup> Grade DA.4.CR4.7

1. Compare and contrast movement characteristics from a variety of dance styles.
2. Determine what dancers must do to perform them clearly.

#### 8<sup>th</sup> Grade DA.4.CR4.8

1. Use different tempos in different body parts at the same time.
2. Use energy and dynamics to enhance and project movements.

### Enduring Understanding DA.4.CR4

Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

### Essential Question DA.4.CR4

In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

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

### DA.5.PR1 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.5.PR1.4

1. Demonstrate combinations of fundamental dance steps incorporating changes in levels and direction.
2. Execute techniques that extend flexibility, build strength, and develop endurance.
3. Explain the relationship between execution of technique, safe body-use, (alignment, balance, coordination), and healthful nutrition.

#### 5<sup>th</sup> Grade DA.5.PR1.5

1. Recall and execute a simple dance sequence using fundamental dance steps in one or more styles.
2. Demonstrate safe body-use practices during technical exercises and movement combinations.
3. Discuss how these practices, along with healthful nutrition and a positive sense of emotional well-being enhance dance performance and prevent injuries.

#### 6<sup>th</sup> Grade DA.5.PR1.6

1. Recall and demonstrate varied dance sequences with an emphasis on spatial awareness within partner and group formations in one or more dance styles.
2. Demonstrate understanding of basic anatomy, kinesthetic awareness, and movement mechanics to develop technical dance skills and promote safe and healthful practices.
3. Discuss elements of nutrition and healthy body image.

#### 7<sup>th</sup> Grade DA.5.PR1.7

1. Recall and demonstrate varied dance sequences with an emphasis on movement transitions in relation to musical phrasing in one or more dance styles.
2. Understand individual physical capabilities and adjust movement accordingly.
3. Discuss benefits of healthy practices and sound nutrition in dance training and how choices enhance performance.

#### 8<sup>th</sup> Grade DA.5.PR1.8

1. Perform complex dance sequences with an emphasis on accurate dance technique appropriate to one or more dance styles.
2. Research healthy and safe practices for dancers.
3. Articulate personal health and performance goals and plans to reach those goals.

### Enduring Understanding DA.5.PR1

Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

## Essential Question DA.5.PR1

What must a dancer do to prepare the body for artistic expression?

## Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

### DA.6.PR2 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.6.PR2.4

1. Identify and experiment with a variety of production elements to heighten the audience's experience.

#### 5<sup>th</sup> Grade DA.6.PR2.5

1. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

#### 6<sup>th</sup> Grade DA.6.PR2.6

1. Compare and contrast a variety of possible production elements that would heighten the artistic intent of a dance.
2. Select choices and explain reasons for the decisions made.

#### 7<sup>th</sup> Grade DA.6.PR2.7

1. Explore possibilities of producing dance in a variety of venues or for different audiences.
2. Explain how the production elements and dance choreography would be adapted to different situations.

#### 8<sup>th</sup> Grade DA.6.PR2.8

1. Collaborate to design production elements that would heighten the artistic intent of a dance performed on a stage for an audience.
2. Explain reasons for choices.

### Enduring Understanding DA.6.PR2

Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

### Essential Question DA.6.PR2

How can elements of production heighten the meaning and artistic intent of a dance?

## Anchor Standards 7 & 8: Respond – Perceive and analyze artistic work and Interpret intent and meaning in artistic work.

### DA.7-8.RE1-2 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.7-8.RE1-2.4

1. Use elements of dance to decipher meaning in an observed dance from one or more genres or cultures.

#### 5<sup>th</sup> Grade DA.7-8.RE1-2.5

1. Interpret meaning in a dance based on its movements.
2. Explain how the movements symbolize the main idea of the dance using basic dance terminology (e.g., grapevine, elbow swing, tempo).

#### 6<sup>th</sup> Grade DA.7-8.RE1-2.6

1. Explain how the artistic intent of a dance is achieved through the elements of dance, dance structure, and context.
2. Explain how these communicate the intent of the dance using genre specific dance terminology (e.g., plié, chassé, pathways).

#### 7<sup>th</sup> Grade DA.7-8.RE1-2.7

1. Share and discuss different interpretations of the meaning of a dance based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., alignment; kick, ball-change; canon).

#### 8<sup>th</sup> Grade DA.7-8.RE1-2.8

1. Compare the meaning of different dances based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., contraction, theme and variation, downstage).

### Enduring Understanding DA.7-8.RE1-2

The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

### Essential Question DA.7-8.RE1-2

How can I “read” a dance to interpret meaning?

*(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)*

## Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

### DA.9.RE3 Grade Level Standards 4-8

#### 4<sup>th</sup> Grade DA.9.RE3.4

1. Identify and discuss, using basic dance terminology, the characteristics that make a dance interesting or meaningful.
2. Apply those characteristics to a variety of dances observed.

#### 5<sup>th</sup> Grade DA.9.RE3.5

1. Define, using basic dance terminology, the characteristics that make dance interesting or meaningful in specific genres or cultural movement practices.
2. Relate them to the elements of dance.

#### 6<sup>th</sup> Grade DA.9.RE3.6

1. Compare and contrast how the elements of dance are used differently in a variety of dance genres and how the elements contribute to meaning of dances.

#### 7<sup>th</sup> Grade DA.9.RE3.7

1. Discuss the characteristics and artistic intent of a dance.
2. Develop artistic criteria to critique the dance using genre-specific terminology.

#### 8<sup>th</sup> Grade DA.9.RE3.8

1. Recognize varied dance styles and compare and contrast their cultural and aesthetic forms and values using genre-specific dance terminology.

### Enduring Understanding DA.9.RE3

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### Essential Question DA.9.RE3

How do we evaluate the quality of a dance?

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

### **DA.10.CO1 Grade Level Standards 4-8**

#### *4<sup>th</sup> Grade DA.10.CO1.4*

1. Relate the main idea or content in a dance to one's own experiences.
2. Explain how the main idea of a dance is similar to or different from one's own experiences, ideas, or perspectives.

#### *5<sup>th</sup> Grade DA.10.CO1.5*

1. Compare two dances with contrasting themes.
2. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and personal experiences.

#### *6<sup>th</sup> Grade DA.10.CO1.6*

1. Observe movement characteristics observed in a specific dance genre.
2. Describe differences and similarities about what was observed to one's own movement preferences.

#### *7<sup>th</sup> Grade DA.10.CO1.7*

1. Compare and contrast movement characteristics found in a variety of dance genres.
2. Discuss how the movement characteristics communicate meaning and how they relate and/or differ from one's own movement characteristics or values and beliefs.

#### *8<sup>th</sup> Grade DA.10.CO1.8*

1. Relate connections found between different dances.
2. Discuss the relevance of the connections to the development of one's personal perspectives.

### **Enduring Understanding DA.10.CO1**

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### **Essential Question DA.10.CO1**

How do we evaluate the quality of a dance?

## **Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

### **DA.11.CO2 Grade Level Standards 4-8**

#### *4<sup>th</sup> Grade DA.11.CO2.4*

1. Read an article of interest. Choose words from the article and generate movements that symbolize those words.

#### *5<sup>th</sup> Grade DA.11.CO2.5*

1. Write a story based on a historical, cultural, or societal issue and create a short dance that captures the essence of the story. Or, interview someone and create a short dance depicting her/his experiences or stories.

#### *6<sup>th</sup> Grade DA.11.CO2.6*

1. Relate the basic elements from different art forms with dance elements (e.g., body, relationships, space, time, force).
2. Create dance movement that integrates elements from different art forms.

#### *7<sup>th</sup> Grade DA.11.CO2.7*

1. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea.

#### *8<sup>th</sup> Grade DA.11.CO2.8*

1. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
2. Use the information to create a dance study that expresses one specific point of view.

### **Enduring Understanding DA.11.CO2**

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### **Essential Question DA.11.CO2**

How do we evaluate the quality of a dance?

## Dance Standards 9-12

### Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

#### DA.1.CR1 Grade Level Standards HS

##### *HS Proficient DA.1.CR1.HS1*

1. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.
2. Analyze the process and the relationship between the stimuli and the movement.

##### *HS Accomplished DA.1.CR1.HS2*

1. Collaborate with others to share creative sources and ideas for choreography designed to communicate artistic intent.

##### *HS Advanced DA.1.CR1.HS3*

1. Experiment and take risks to discover a personal voice to communicate artistic intent.

#### Enduring Understanding DA.1.CR1

Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

#### Essential Question DA.1.CR1

Where do choreographers get ideas for dances?

## Anchor Standard 2: Create – Organize and develop artistic ideas and work.

### DA.2.CR2 Grade Level Standards HS

#### *HS Proficient DA.2.CR2.HS1*

1. Work collaboratively using a variety of choreographic structures to develop a dance that communicates personal, social, or cultural intent.
2. Document the dance.

#### *HS Accomplished DA.2.CR2.HS2*

1. Work independently using a variety of choreographic structures to create a dance that communicates personal, social, or cultural artistic intent.
2. Document the dance and analyze how the structure and final composition informs the meaning of the dance.

#### *HS Advanced DA.2.CR2.HS3*

1. Demonstrate fluency and personal voice in designing and choreographing an original dance.
2. Document the dance, justify choreographic choices, and explain how they are used to intensify artistic intent.

### Enduring Understanding DA.2.CR2

The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

### Essential Question DA.2.CR2

How do choreographers use structure and choices to create meaningful and aesthetic choreography?

## Anchor Standard 3: Create – Refine and complete artistic work.

### DA.3.CR3 Grade Level Standards HS

#### *HS Proficient DA.3.CR3.HS1*

1. Working collaboratively, revise a dance according to self- reflection and feedback from others.
2. Justify choices made in the revision process verbally and in writing.

#### *HS Accomplished DA.3.CR3.HS2*

1. Working independently, revise a dance according to self- reflection and feedback from others.
2. Analyze and evaluate impact of choices made in the revision process verbally and in writing.

#### *HS Advanced DA.3.CR3.HS3*

1. Clarify the artistic intent of one’s own choreography by manipulating and refining choreographic devices and dance structures using self-reflection and feedback from others.
2. Document choices made in the revision process and justify how the refinements support artistic intent.

### Enduring Understanding DA.3.CR3

Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

### Essential Question DA.3.CR3

How can I improve the quality of my work through self-reflection and feedback from others?

## **Anchor Standard 4: Create – Select, analyze and interpret artistic work for presentation.**

### DA.4.CR4 Grade Level Standards HS

#### *HS Proficient DA.4.CR4.HS1*

1. Use expressive elements (e.g. musicality, effort, dynamic, stylistic nuance) to communicate artistic intent through the performance of dance in one or more dance style.

#### *HS Accomplished DA.4.CR4.HS2*

1. Synthesize all expressive movement elements and “dance in the moment” to convey emotional meaning with and without musical accompaniment.

#### *HS Advanced DA.4.CR4.HS3*

1. Modulate expressive movement elements to varying levels of complexity. Work with and against rhythm of accompaniment or sound environments.
2. Perform expressively using a broad dynamic range for projecting meaning to an audience.

### Enduring Understanding DA.4.CR4

Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

### Essential Question DA.4.CR4

In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

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

### DA.5.PR1 Grade Level Standards HS

#### *HS Proficient DA.5.PR1.HS1*

1. Accurately perform and integrate a variety of dance movements, steps, skills, concepts, and patterns in complete dance sequences in one or more dance styles.
2. Use kinesthetic awareness in order to enhance dance performance and prevent bodily harm.
3. Apply knowledge of health (physical, emotional), conditioning, and principles of safe dance technique to personal practice.

#### *HS Accomplished DA.5.PR1.HS2*

1. Integrate and embody knowledge of dance movements, concepts, and technique in choreography in varied dance styles.
2. Analyze and self-evaluate performance ability.
3. Modify personal practices accordingly to enhance dance performance skills and prevent bodily harm.

#### *HS Advanced DA.5.PR1.HS3*

1. Efficiently synthesize advanced knowledge and embodiment of dance movement, concepts, and technique in dance choreography with advanced specialization in one or more dance styles.
2. Synthesize and apply knowledge of health practices to independently develop a personal health and conditioning program that enhances dance performance.

### Enduring Understanding DA.5.PR1

Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

### Essential Question DA.5.PR1

What must a dancer do to prepare the body for artistic expression?

## Anchor Standard 6: Perform – Convey meaning through the presentation of artistic work.

### DA.6.PR2 Grade Level Standards HS

#### *HS Proficient DA.6.PR2.HS1*

1. Explore possible designs for the elements of production (e.g., venues, set, lighting, costumes, props, music, multi-media, publicity).
2. Select and implement ideas that heighten the artistic intent of a dance performance.

#### *HS Accomplished DA.6.PR2.HS2*

1. Work collaboratively to produce a dance concert on a stage.
2. Plan the production elements that would be necessary to fulfill the artistic intent of the dance choreographies.

#### *HS Advanced DA.6.PR2.HS3*

1. Work individually or collaboratively to produce a dance performance in an alternative performance venue.
2. Plan production elements that would be necessary to fulfill the artistic intent of the dance choreographies.

### Enduring Understanding DA.6.PR2

Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

### Essential Question DA.6.PR2

How can elements of production heighten the meaning and artistic intent of a dance?

## Anchor Standards 7 & 8: Respond – Perceive and analyze artistic work and Interpret intent and meaning in artistic work.

### DA.7-8.RE1-2 Grade Level Standards HS

#### *HS Proficient DA.7-8.RE1-2.HS1*

1. Select a dance and explain how aesthetic or cultural meaning is observed through relationships among dance elements, structure, and context.
2. Cite specific examples in the dance to support personal perceptions and interpretations using genre specific dance terminology.

#### *HS Accomplished DA.7-8.RE1-2.HS2*

1. Analyze and explain, using genre specific dance terminology, how the dance elements, structure, and context contribute to artistic intent across a variety of genres, styles, or cultural movement practices.

#### *HS Advanced DA.7-8.RE1-2.HS3*

1. Analyze and explain, using genre specific dance terminology, how your personal socio- cultural background contributes to your perceptions and interpretations of meaning in dance.

### Enduring Understanding DA.7-8.RE1-2

The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

### Essential Question DA.7-8.RE1-2

How can I “read” a dance to interpret meaning?

*(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)*

## Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

### DA.9.RE3 Grade Level Standards HS

#### *HS Proficient DA.9.RE3.HS1*

1. Use artistic criteria to determine what makes an effective performance
2. Evaluate a dance based on artistic criteria, using genre specific dance terminology.

#### *HS Accomplished DA.9.RE3.HS2*

1. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and range of perspectives. Use genre-specific dance terminology.

#### *HS Advanced DA.9.RE3.HS3*

1. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression.
2. Discuss perspectives with peers and justify views.

### Enduring Understanding DA.9.RE3

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### Essential Question DA.9.RE3

How do we evaluate the quality of a dance?

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

### **DA.10.CO1 Grade Level Standards HS**

#### *HS Proficient DA.10.CO1.HS1*

1. Analyze one's own dance or the work of others to determine the values and beliefs expressed by the dance.

#### *HS Accomplished DA.10.CO1.HS2*

1. Independently create and perform a dance that depicts key aspects of one's personal identity and values.

#### *HS Advanced DA.10.CO1.HS3*

1. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives.
2. Reflect on and analyze the variables that contributed to changes in one's personal growth.

### **Enduring Understanding DA.10.CO1**

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### **Essential Question DA.10.CO1**

How do we evaluate the quality of a dance?

## **Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

### DA.11.CO2 Grade Level Standards HS

#### *HS Proficient DA.11.CO2.HS1*

1. Discuss the place of dance within society, its influence on society, and how societal norms and traditions influence dance.
2. Create a dance study that expresses a relationship between dance and society.

#### *HS Accomplished DA.11.CO2.HS2*

1. Synthesize content from multiple disciplines (e.g., art, music, theatre, math, science, social studies, language) with dance to create a project that addresses a socio- cultural issue.

#### *HS Advanced DA.11.CO2.HS3*

1. Investigate various dance related careers. Select those careers of most interest.
2. Develop a project that reflects a possible career choice and how one could make an impact on society through dance.

### Enduring Understanding DA.11.CO2

Criteria for evaluating dance varies across styles and cultural and historical contexts.

### Essential Question DA.11.CO2

How do we evaluate the quality of a dance?