

DANCE

GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

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DANCE GRADE-LEVEL EXPECTATIONS

The Grade-Level Expectations (GLEs) in Dance represent the content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement.

Alignment to the Missouri Show-Me Standards is found in the row titled “State Standards.” The row titled “National Standards” refers to the standards from the National Dance Organization. At the elementary level, grades K-5 build sequentially to the middle school. If a student is entering the dance program at the middle school level, use the GLEs for MS or HS beginning, which assumes previous dance training. The 6-8 GLEs assume previous dance experience.

The following coding system should be used to reference the Missouri GLEs:

STRANDS:

PP = Product/Performance

CC = Creating and Communicating

AP = Artistic Perceptions

IC = Interdisciplinary Connections

HC = Historical and Cultural Contexts

BIG IDEAS:

Use the numeral preceding the Big Idea (the second row of the GLE chart)

CONCEPTS:

The Concept is written vertically on the left side of the chart. The concept letter is the capital letter found above the concept.

Ex: The GLE “maintain vertical alignment of the body while still or moving” can be found in the STRAND Product/Performance (PP); under BIG IDEA 1; in CONCEPT A (Body); in HS Intermediate (grade level); sub-GLE d. Therefore, the coding would be PP1AHSId.

The Missouri Dance GLEs were written by a team consisting of Harlan Brownlee, Alice Bloch, Lorilee Richardson, Judy Schneider, Lieschen Fink, Brenda Goodwin, Robin McNeil, and Steve Williams

Product/Performance (PP)			
1. Execute original or existing artistic dance movement or works of art using skills of dance			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
Body	<u>Anatomy</u> a. Show a mixture of separate and coordinated dance movements for the head, neck, joints, and body parts of the torso, arms, and legs <u>Body Organization</u> b. Move and stand still using vertical alignment c. Show same side and cross body movement, movement that begins at or moves away from the center of the body, movement that uses the upper and lower body at the same time, and awareness of the front and back of the body <u>Body Skills</u> a. Demonstrate balances on two legs and one leg b. Demonstrate strength in the legs, torso, shoulders, arms c. Demonstrate flexibility in the spine, legs, and shoulders d. Demonstrate agility and coordination when performing sequential movement patterns (e.g., travel through space changing gradually from high to low level)	<u>Anatomy</u> a. Demonstrate a variety of movement possibilities for the head, neck, joints, and body parts of the torso and limbs b. Identify the body's major muscle groups and joints; describe their function in body alignment, weight shifts, and motion c. Identify the body's major skeletal bones <u>Body Organization</u> d. Maintain vertical alignment of the body while still or moving e. Understand how skeletal alignment makes movement easier f. Perform dance using same-side and cross-midline movements of both the upper and lower body, and awareness of both the front and back hemispheres of the body <u>Body Skills</u> g. Demonstrate an ability to perform a variety of movements while vertical, off-vertical, or balancing on one leg h. Demonstrate strength in the feet, legs, abdomen, back, shoulders, and arms i. Demonstrate a wide range of motion in the torso, spine, legs, and shoulders j. Demonstrate agility and coordination when performing a variety of movement patterns at the same time and in a sequence	<u>Anatomy</u> a. Demonstrate a wide range of isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs b. Identify the body's major muscle groups and joints and describe their function in dance c. Identify the body's major bones and describe their function in dance <u>Body Organization</u> d. Apply knowledge of anatomy to alignment for efficient muscle use and ease in movement e. Integrate into dance performances different hemispheres and planes of the body (e.g., cross-lateral, upper and lower body, and front and back of the body) <u>Body Skills</u> f. Demonstrate an ability to maintain balance while executing movements that are on and off vertical or use different parts of the body for support g. Demonstrate strength in feet, legs, abdomen, back, shoulders, and arms in the performance of dance h. Demonstrate flexibility of the torso, spine, legs, and shoulders that permits a wide range of motion i. Demonstrate agility and coordination in learning and executing a variety of dance patterns
	State Standards	FA 1	FA 1
National Standards			

Product/Performance (PP)				
1. Execute original or existing artistic dance movement or works of art using skills of dance				
B.	MS or HS Beginning	HS Intermediate	HS Advanced	
Movement Skills	<u>Breathing</u> a. Breathe in ways that help movement <u>Non-Locomotor/Axial</u> b. Demonstrate and name the following non-locomotor/axial movements: bend, stretch, twist, tip, rock, swing, sway, push, pull, shake, kick, rotate, spin, turn, suspend, rise, and fall <u>Locomotor Movement</u> c. Demonstrate and name traveling movements (e.g., roll, slither, crawl, creep, walk, run, jump, march, slide, gallop, hop, skip, and leap) <u>Articulation of Movement</u> d. Demonstrate the ability to move with clear movements and purpose <u>Styles and Genres</u> e. Demonstrate basic movements of one dance style or genre <u>Sequencing</u> f. Remember a sequence of movements and perform them in a one minute dance phrase	<u>Breathing</u> a. Maintain breath support for movement, phrasing, and endurance <u>Non-Locomotor/Axial</u> b. Demonstrate and identify non-locomotor/axial movement sequences in two dance styles, forms or traditions <u>Locomotor Movement</u> c. Identify and demonstrate locomotor movement sequences in two dance styles, forms or traditions <u>Articulation of Movement</u> d. Demonstrate ability to move with clear intent, purpose, and control <u>Styles and Genres</u> e. Demonstrate at least two different styles or genres of dance movements and movement vocabulary of each <u>Sequencing</u> f. Learn and perform a three to five minute dance and repeat it accurately from memory	<u>Breathing</u> a. Integrate breath support with movement, phrasing and expression <u>Non-Locomotor/Axial</u> b. Perform combinations of non-locomotor axial movements in a variety of dance styles, forms, and genres <u>Locomotor Movement</u> c. Perform combinations of locomotor movements in a variety of dance styles, forms, and genres <u>Articulation of Movement</u> d. Demonstrate ability to move with clear intent, purpose, control, and expression <u>Styles and Genres</u> e. Understand and demonstrate movement vocabulary appropriate to a variety of dance styles, forms, or genres <u>Sequencing</u> f. Remember and perform several dances, totaling 10 minutes	
	State Standards	FA 1	FA 1	FA 1
National Standards				

Product/Performance (PP)			
1. Execute original or existing artistic dance movement or works of art using skills of dance			
C.	MS or HS Beginning	HS Intermediate	HS Advanced
Performance Values	<u>Focus and Awareness</u> a. Dance with concentration and focus b. Stop or start dancing when given a specified vocal, musical or visual signal c. Dance with awareness and understanding of the movement in a dance <u>Replication, Reflection, Refinement, and Revision</u> d. Repeat movement, dance phrases, and patterns to improve and achieve the full purpose of the choreography e. Evaluate the performance to decide what are the strengths and weaknesses in the dance <u>Performance Etiquette</u> f. Attend dance classes, rehearsals and performances and arrive on time g. Wear dance clothes to dance classes and rehearsals, and costumes for performances h. Work well with classmates i. Perform at all required performances	<u>Focus and Awareness</u> a. Maintain concentration and focus while moving or holding a fixed position b. Listen carefully and respond constructively to vocal, musical, direct and indirect cues c. Dance with understanding of movement relationships (e.g., proximity and interconnectedness between dancers) <u>Replication, Reflection, Refinement, and Revision</u> d. Repeat, reflect, and refine movement, dance phrases, and patterns to increase performance accuracy e. Revise movement through re-analysis, discussion, and practice <u>Performance Etiquette</u> f. Attend classes, rehearsals, and performances to fulfill commitment to the process and event g. Dress in proper dance clothes for class and rehearsal, and in costume for performance h. Stay quiet, orderly, positive, and respectful to others in the dance class and onstage i. Fulfill a commitment to make the performance of dance the highest quality possible	<u>Focus and Awareness</u> a. Dance with concentration, dynamic energy, kinesthetic awareness, and attention to auditory and visual cues b. Dance with sensitivity to the needs of the group in fulfilling the artistic intent of the choreography <u>Replication, Reflection, Refinement, and Revision</u> c. Practice and perfect movement sequences to increase performance accuracy and artistry d. Revise movement through analysis, discussion, and practice to fulfill artistic intent <u>Performance Etiquette</u> e. Demonstrate a commitment to attend classes and rehearsals in a respectful and cooperative manner f. Dress in professional dance attire for class, rehearsal, and required costumes for performance g. Demonstrate leadership skills and be a positive role model for others h. Perform at the highest artistic quality possible to be positive role model for others
	State Standards	FA 1	FA 1
National Standards			

Product/Performance (PP)			
2. Execute original or existing artistic dance movement or works of art using elements of dance			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
Time	<u>Tempo</u> a. Dance with a steady beat in different tempi b. Demonstrate the ability to accelerate and decelerate <u>Rhythm and Patterns</u> c. Dance to the changes in rhythm and meter d. Repeat a rhythmic movement pattern <u>Musical Phrasing</u> e. Demonstrate the ability to phrase movement musically	<u>Tempo</u> a. Dance with a steady beat in a variety of tempi Demonstrate the ability to “double-time” or “half-time” <u>Rhythm and Patterns</u> b. Dance in relation to changes in rhythms and meters in even and syncopated rhythms c. Repeat a rhythmic pattern of movement that demonstrates a variety of tempi and rhythms with or without auditory accompaniment <u>Musical Phrasing</u> d. Demonstrate the ability to phrase movement musically and dance in relation to music	<u>Tempo</u> a. Dance contrasting tempi using two or more movements or with different parts of the body <u>Rhythm and Patterns</u> b. Dance contrasting rhythms using two or more rhythms with different parts of the body c. Dance to various changes in rhythms, patterns, and meters (e.g., even, uneven, and syncopated rhythms) d. Repeat a rhythmic pattern of movement that demonstrates a variety of tempi and rhythmic forms with or without auditory accompaniment; define the rhythmic pattern and structure of these rhythmic variations <u>Musical Phrasing</u> e. Demonstrate the ability to phrase movement with artistic expression and musicality
	State Standards	FA 2	FA 2
National Standards			

Product/Performance (PP)			
2. Execute original or existing artistic dance movement or works of art using elements of dance			
B.	MS or HS Beginning	HS Intermediate	HS Advanced
Space	<u>Directions</u> a. Name and move in the directions of forward and backward, sideways, up and down, diagonal, and turning <u>Pathways</u> b. Dance through space in a straight, curved, circular, diagonal, zigzag, and a combination of pathways <u>Levels</u> c. Dance in high, middle, and low levels with clear focus and transitions <u>Shapes</u> d. Form shapes and designs with the body (e.g., straight, curved, round, flat, bent, angled, twisted, horizontal, vertical, symmetrical and asymmetrical) <u>Personal Space</u> e. Distinguish one's personal space from the personal space of others <u>Relationships</u> f. Dance with a clear spatial relation to other dancers (e.g., beside, far, near, behind, in front of, toward, away from, above, below, over, under, around, through and between)	<u>Directions</u> a. Dance through space in a variety of directions using accurate spatial patterns and clear facings <u>Pathways</u> b. Dance through space in a variety of pathways (e.g., straight, curved, circular, diagonal, zigzag, and combination of pathways) performing spatial designs and patterns with accuracy <u>Levels</u> c. Demonstrate an understanding of levels by moving through them with purpose and control d. Demonstrate an awareness of the use of level in a variety of dance styles (e.g., contrast the low level of African dance with the high level of the waltz) <u>Shapes</u> e. Create shapes and designs with one's body and/or in relationship with others using a variety of spatial directions, pathways, and levels <u>Personal Space</u> f. Maintain awareness of one's personal space and that of others in relation to the dance space <u>Relationships</u> g. Dance with a group in a clearly planned spatial design or pattern in relation to other dancers	<u>Directions</u> a. Dance spatial patterns and designs with accuracy and clarity of focus and direction <u>Pathways</u> b. Dance spatial pathways and designs with accuracy and clear spatial relationships to others <u>Levels</u> c. Dance with purpose and intent on all levels, including lifts, with an awareness of one's relationship to other dancers and spatial design <u>Shapes</u> d. Form shapes and create designs with one's own body, with a partner, and with a group using a variety of locomotor and non-locomotor movements, spatial directions, pathways, and levels <u>Personal Space</u> e. Maintain an awareness of one's personal space and that of others while performing choreography <u>Relationships</u> f. Perform a solo within a group demonstrating an awareness of spatial relationships
	State Standards	FA 2	FA 2
National Standards			

Product/Performance (PP)			
3. Execute original or existing artistic dance movement or works of art using elements of dance			
C.	MS or HS Beginning	HS Intermediate	HS Advanced
Energy	<u>Movement Qualities</u> <ul style="list-style-type: none"> a. Demonstrate understanding of different qualities of movement (e.g., smooth, jerky, gliding, swinging) b. Demonstrate and describe how everyday gestures employ movement qualities (e.g., waving, high-fives, nodding, beckoning, rejecting) <u>Dance Qualities</u> <ul style="list-style-type: none"> c. Perform movement sequences showing the energies of heavy, light, hard and soft <u>Stillness</u> <ul style="list-style-type: none"> d. Hold still in a body shape or position while others are moving 	<u>Movement Qualities</u> <ul style="list-style-type: none"> a. Show and tell about how the movement qualities of dance is similar to and different from other types of everyday movement (e.g., brushing your teeth, sports, or pantomime) <u>Dance Qualities</u> <ul style="list-style-type: none"> b. Perform specific dance movements with different characteristics of movement (e.g., <i>plie</i> and <i>releve</i> with a variety of tension, force, effort, and weight) c. Demonstrate and describe the qualities and characteristics of movement in two different dance forms, styles, or genres <u>Stillness</u> <ul style="list-style-type: none"> d. Maintain kinetic energy while holding a shape 	<u>Movement Qualities</u> <ul style="list-style-type: none"> a. Create a dance based on everyday gestures <u>Dance Qualities</u> <ul style="list-style-type: none"> b. Incorporate the use of a wide variety of movement qualities in dance performance c. Demonstrate and describe the qualities of movement in a variety of dance forms, styles or genres <u>Stillness</u> <ul style="list-style-type: none"> d. Maintain energy in the body while holding a position or body shape while others are moving or when making the transition between movement and stillness
	State Standards	FA 2	FA 2
National Standards			

Creating and Communicating (CC)			
1. Apply principles, processes and structures of dance			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
Problem-Solving in Dance	Discover and explore movement solutions to technical or structural movement problems (e.g., explore simple choreographic structures such as ABA form or canon)	Discover and explore movement solutions to technical or structural movement problems to create choreography (e.g., demonstrate artistic form and structure such as ABA, variations, canon, call and response, narrative and include smooth transitions between movement ideas and sections of the dance)	Discover and explore movement solutions to technical or structural movement problems to create, edit, refine, and revise choreography (e.g., demonstrate artistic form and structure such as ABA, variations, canon, call and response, narrative, theme and variations, chance, or forms selected by the student that integrate aesthetic criteria)
State Standards			
National Standards			

Creating and Communicating (CC)			
1. Apply principles, processes and structures of dance			
B.	MS or HS Beginning	HS Intermediate	HS Advanced
Improvisation	<ul style="list-style-type: none"> a. Improvise to discover and explore new ways of combining axial and locomotor movements and vary the use of the dance elements of space, time, and energy b. Observe and respond through improvisation to the movement of others 	<ul style="list-style-type: none"> a. Improvise movement inspired by a variety of sources (e.g., nature, animals, conflict, painting, music) b. Improvise movement generated by group interaction (e.g., move like a flock of birds) c. Create a short movement theme and vary it by manipulating its dance elements 	<ul style="list-style-type: none"> a. Improvise movement inspired by a variety of sources (e.g., nature, animals, conflict) and develop three movement motifs to be used in creating choreography b. Select a theme from which to improvise (e.g., elements of dance, social conflict, personal experience, nature) and then choreograph a dance that fulfills the artistic intent and makes the choreography interesting in form and structure
State Standards			
National Standards			

Creating and Communicating (CC)			
1. Apply principles, processes and structures of dance			
C.	MS or HS Beginning	HS Intermediate	HS Advanced
Constructive Cooperation	Demonstrate the ability to work cooperatively with a partner or group of dancers (e.g., demonstrate desirable social characteristics such as responding in a positive way to partner in a class setting)	Demonstrate the ability to contribute constructively to a duet or group dance (e.g. apply suggestions to rework, refine, and revise choreography based on discussion and reflection)	Demonstrate the ability to contribute constructively to a duet or group dance as both leader and follower and constructively apply suggestions to rework, refine, and revise choreography based on discussion and reflection)
State Standards			
National Standards			

Creating and Communicating (CC)			
2. Express ideas, experiences, feelings and images in original and artistic choreography			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
Communicate Meaning	<ul style="list-style-type: none"> a. Choreograph a structured composition based on two elements of dance b. Choreograph a structured composition with a beginning, middle, and end that communicates an idea or feeling 	<ul style="list-style-type: none"> a. Improvise, choreograph, refine, and perform a dance that expresses personal ideas, experiences, feelings, concepts, or images b. Choreograph a dance inspired by a specific dance style 	<ul style="list-style-type: none"> a. Improvise, choreograph, refine, and perform a dance based on experiences, feelings, concepts, or images that have personal meaning or social significance b. Improvise, choreograph, refine, and perform a dance based on an abstract concept
State Standards			
National Standards			

Creating and Communicating (CC)				
2. Express ideas, experiences, feelings and images in original and artistic choreography				
B.	MS or HS Beginning	HS Intermediate	HS Advanced	
Expressive Composition	<p>Use improvisation to create movement for a one-minute dance with a beginning, middle, and end that communicates a specific idea (e.g., conservation, freedom), feeling (e.g., disappointment, triumph, sadness), or story (e.g., Trail of Tears native American migration) and present to peers</p> <ul style="list-style-type: none"> Identify and analyze what the dance communicates, using dance terminology 	<p>Develop three movement motifs and use them to choreograph a two-minute dance on a specific theme and perform for peers</p> <ul style="list-style-type: none"> Identify what the dance communicates or expresses and explain how your major movement choices communicate the idea, feeling, or story 	<p>Working with others, choreograph and present a three-minute dance that communicates a perspective about a personal or social issue.</p> <ul style="list-style-type: none"> Identify what the dance communicates or expresses and explain how your major movement choices communicate the perspective Analyze the idea, feeling or the story the dance communicates in relation to personal context 	
	State Standards			
	National Standards			

Artistic Perceptions (AP)			
1. Demonstrate critical and analytical thinking skills in the artistic response to dance			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
Dance Terminology	Observe and perform dance movements and describe how they are similar or different using dance terminology	Observe or perform two dances and use dance terminology to describe the choreographic elements that are unique to each dance	Critically analyze and assess dance that is observed or performed using dance terminology (e.g., use dance terminology in an essay describing how a choreographer used dance elements to create the structure of the dance)
State Standards	FA 3	FA 3	FA 3
National Standards			

Interdisciplinary Connections (IC)			
1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
Literacy	<ul style="list-style-type: none"> a. Use movement to express images, ideas, and feelings found in literature b. Observe or perform a dance and describe in writing the images, ideas, and feelings found in it 	<ul style="list-style-type: none"> a. Use descriptive language (e.g., similes and metaphors) to express ideas, images, and feelings that may be found in dance (e.g., the dancer swept the sky with his arms) b. Create and perform a dance based on personal, original writing c. Describe images and ideas evoked by dance movements using dance terminology (e.g., the dancer performed a leap that arched through space) 	<ul style="list-style-type: none"> a. Create and perform a dance based on a literary work (e.g., choreograph a dance to a Shakespeare sonnet) b. Compare and contrast the choreographic process and writing process in discussion and in an essay based on your own experience c. Select a story with a beginning, middle, and end and choreograph a dance based on it
State Standards	FA 4	FA 4	FA 4
National Standards			

Interdisciplinary Connections (IC)			
1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge			
B.	MS or HS Beginning	HS Intermediate	HS Advanced
Other Arts Disciplines	<ul style="list-style-type: none"> a. Choreograph a dance inspired by another art form (e.g., choreograph a dance to a style of music that is new to you) b. Discover ways to use technology with dance (e.g., video your choreography for critiques by others) 	<ul style="list-style-type: none"> a. Relate the elements used in dance to the elements of other art forms (e.g., describe the spatial pattern of a painting using dance terminology such as pathway) b. Respond to movement through a different art medium (e.g., create an original sound score for your choreography) c. Design a costume and create choreography inspired by it 	<ul style="list-style-type: none"> a. Integrate other art forms into your choreography (e.g., invite members of a band to create music for your choreography) b. Create a dance based on research into other art forms (e.g., research the work of an artist and create a dance reflecting their artistic achievements) c. Create site-specific choreography
State Standards	FA 4	FA 4	FA 4
National Standards			

Interdisciplinary Connections (IC)			
1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge			
C.	MS or HS Beginning	HS Intermediate	HS Advanced
Non-Arts Disciplines	<ul style="list-style-type: none"> a. Learn content of other disciplines through movement experiences (e.g., demonstrate the actions of fission and fusion through dance) b. Discover ways to use technology with dance (e.g., create a power point presentation and share with other classes to publicize an upcoming dance event) 	<ul style="list-style-type: none"> a. Create a dance based on research in other disciplines (e.g., create a dance about women getting the right to vote) b. Discover ways to use technology with dance (e.g., videotape social dance forms of your peers and describe how they reflect peer groups in your school) 	<ul style="list-style-type: none"> a. Discover ways to use technology with dance (e.g., use audio technology to create an audio mix to inspire your choreography) b. Research another discipline and create a dance documenting your findings (e.g., research a problem in your community and choreograph a dance that inspires others to get involved in solving the problem)
State Standards	FA 4	FA 4	FA 4
National Standards			

Interdisciplinary Connections (IC)				
1. Relate and transfer dance and movement experiences to other disciplines and areas of knowledge				
D.	MS or HS Beginning	HS Intermediate	HS Advanced	
Dance and Healthful Living	<ul style="list-style-type: none"> a. Demonstrate an understanding of and respect for one’s personal space and the personal space of others (e.g., maintain your position in dance formation) b. Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn a routine of dance stretches for warm-up) c. Explain personal strategies to maintain health and well-being through dance (e.g., write a daily meal plan that provides nutritional needs necessary for dance) 	<ul style="list-style-type: none"> a. Demonstrate and explain how warm-up exercises promote strength, health, and reduce risk of injury by demonstrating your personal warm-up sequence b. Create personal strategies to maintain health and well-being through dance (e.g., design a personalized stretch routine that demonstrates awareness of individual body types) 	<ul style="list-style-type: none"> a. Choreograph a dance demonstrating peaceful resolutions of conflicts b. Demonstrate an understanding of how lifestyle choices and self concept affect a dancer (e.g., choreograph a dance about drug use or eating disorders and their consequences) 	
	State Standards	FA 4	FA 4	FA 4
	National Standards			

Historical/Cultural (HC)			
1. Connect and compare dance from different cultures and historical periods			
A.	MS or HS Beginning	HS Intermediate	HS Advanced
History	<ul style="list-style-type: none"> a. Observe, practice, and perform dances from different historical periods (e.g., learn and perform a waltz) b. Observe and compare dances from different styles in relation to the elements of dance (e.g., classical ballet and hip hop) 	<ul style="list-style-type: none"> a. Learn and perform dances from other historical periods. Compare their styles and movements in relation to how they employ the elements of dance b. Describe how dances from other periods reflect the values and beliefs of the time period (e.g., describe the development of the cakewalk as a plantation dance) c. Construct a series of dance sequences that use movements from selected historical periods 	<ul style="list-style-type: none"> a. Design a visual presentation including movement that synthesizes what you have learned about dance movement from two historical periods b. Describe how selected dances reflect the values and beliefs of the historical period in which they were created (e.g., describe how dance affected the lives of cancan dancers in 19th century France)
	State Standards	FA 5	FA 5
National Standards			

Historical/Cultural (HC)			
2. Connect and compare dance from different cultures and historical periods			
B.	MS or HS Beginning	HS Intermediate	HS Advanced
Cultures	<ul style="list-style-type: none"> a. Share a dance form from one’s cultural heritage or environment b. Observe and perform dances from a variety of cultures (e.g., <i>hasapikos</i>, Ghanaian high life, salsa, hip hop) c. Identify the cultural origins of various dances d. Demonstrate social skills and etiquette appropriate to a particular dance (e.g., asking a partner to dance) 	<ul style="list-style-type: none"> a. Observe and perform movements from a variety of cultures and describe them using dance terminology (e.g., Native American dances often have a percussive energy while the Balinese dance is usually sustained) b. Describe how the dances of various cultures reflect the values and beliefs of those cultures (e.g., what are the cultural values reflected in the <i>hora</i>?) 	<ul style="list-style-type: none"> a. Compare and contrast the cultural contexts of two dance forms and how they might have influenced the structure of those forms (e.g., compare and contrast the functions of the Pueblo emergence dance and ballet developed in the royal courts of 17th century France) b. Discuss the recreational and social aspects of a variety of dances and their impact on cultural development (e.g., disco line dances reflected the emphasis of self of the 1970’s) c. Perform and teach a dance from one’s culture that has personal or social significance
	State Standards	FA 5	FA 5
National Standards			