

DANCE Crosswalk

Crosswalk for Proposed Fine Arts Missouri Learning Standards

Legend

Strikethrough	Strikethrough	Removed Text
Bold	Bold	New Text
Yellow Highlight	Yellow Highlight	Minor change to the standard
Green Highlight	Green Highlight	Significant change to the standard
Magenta Highlight	Magenta Highlight	Existing standard shifted to a lower or higher grade-level
No Highlight	No Highlight	No change to the standard

ABOUT THE MISSOURI LEARNING STANDARDS: The State Board of Education approved the updated Missouri Learning Standards: Grade Level Expectations on XXXX, based on the standards created by work groups of Missouri educators, parents, and community members. The revised standards were developed by Missourians for Missouri students. These expectations are challenging, yet attainable, for students in our state. The standards further define our high expectations for what children should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career, and life.

ABOUT THE DANCE CROSSWALK: The intent of this crosswalk is to enhance understanding of the changes to the DANCE expectations. The column on the left contains the newly adopted DANCE expectations (2019). The column on the right contains the previous expectations (GLEs) which show some alignment. This document is intended to assist teachers with some of the issues associated with implementing new DANCE standards: planning, pacing, professional development and curricular materials.

Because the original Dance standards were developed using a physical education template, the original standards are largely physical and therefore fail to fit into a fine arts template. As Dance is now accepted as part of the fine arts curriculum, it is necessary to change the mindset of Dance curriculum from a largely physical curriculum to an artistic one. We seek to align current Missouri standards to the nationally accepted Dance standards.

The following former standards will be adopted into the execution of Standard #1 Explore and others:

Anatomy

Body organization

Body skills

Breathing

Missouri Early Learning Goals

Previously adopted Dance GLE's for preschool grades do not exist. This document aligns the newly revised Missouri Learning Standards for Dance to the Missouri Early Learning Goals. MO DESE Missouri Early Learning Goals -

<https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf>

Abbreviations Code for Crosswalks

Left column= Proposed GLE's based on Standards

ex: DA: Pr5.1.3.a = Dance, Process Standard of Perform, Anchor standard 1, process component 1, grade level 3

Right column= Previous GLE's

ex: IC1D3 = Interdisciplinary Connections, standard 1D, grade 3

Pre-school DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Early Learning Goals Previously adopted Dance GLE's for preschool grades do not exist. This document aligns the newly revised Missouri Learning Standards for Dance to the Missouri Early Learning Goals.	
Code	Newly Adopted Standards	Code	Early Learning Goal
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.PK.a	Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).	III.A.1.3	Respond to sensory input, and use gross motor skills with purpose
DA: Cr1.1.PK.b	Find a different way to do several basic locomotor and non-locomotor movements.	III.A.1	Use gross motor skills with purpose and collaboration
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.PK.a	Improvise dance that starts and stops on cue.	III.A.1	Use gross motor skills with purpose and collaboration
DA: Cr2.1.PK.b	Engage in dance experiences moving alone or with a partner.	III.A.1	Use gross motor skills with purpose and collaboration
3. Refine and complete artistic work.			
DA: Cr3.1.PK.a	Respond to suggestions for changing movement through guided improvisational experiences.	III.A.1	Use gross motor skills with purpose and collaboration

DA: Cr3.1.PK.b	Identify parts of the body and document a body shape or position by drawing a picture.	III.A.1	Use gross motor skills with purpose and collaboration
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.PK.a	Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.	III.A.1. III.A.3	Use gross motor skills with purpose and collaboration Responds to sensory input to function in the environment
DA: Pr4.1.PK.b	Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi	III.A.1 III.A.3	Use gross motor skills with purpose and collaboration Responds to sensory input to function in the environment
DA: Pr4.1.PK.c	Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).	III.A.1	Use gross motor skills with purpose and collaboration
5. Develop and refine artistic techniques and work for presentation.			
DA: Pr5.1.PK.a	Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.	III.A.1 III.A.2 III.A.3	Use gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control Responds to sensory input to function in the environment
DA: Pr5.1.PK.b	Move in general space and start and stop on cue while maintaining personal space.	III.A.1 III.A.3	Use gross motor skills with purpose and collaboration Responds to sensory input to function in the environment
DA: Pr5.1.PK.c	Identify and move body parts and repeat movements upon request.	III.A.1 III.A.2	Use gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control

6. Convey meaning through the presentation of artistic work. □			
DA: Pr6.1.PK	Dance for others in a designated area or space.	III.A.1 III.A.2 III.A.3	Use gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control Responds to sensory input to function in the environment
DA: Pr6.1.PK	Use a simple prop as part of a dance.	III.A.1 III.A.2	Uses gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control
7. Perceive and analyze artistic work			
DA: Re.7.1.PK.a	Identify a movement in a dance by repeating it.	III.A.1 III.A.2 III.A.3	Uses gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control Responds to sensory input to function in the environment
DA: Re.7.1.PK.b	Identify a movement in a dance by repeating it.	III.A.1 III.A.2 III.A.3	Uses gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control Responds to sensory input to function in the environment
8. Interpret intent and meaning in artistic work.			
DA: Re8.1.PK.a	Observe a movement and share impressions.	IV.C.1 IV.A.1	Uses language to communicate Represents feelings and ideas in a variety of ways
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.PK.a	Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to	IV.C.1 IV.A.1	Uses language to communicate Represents feelings and ideas in a variety of ways

	watch and do.	III.A.1 III.A.2 III.A.3	Uses gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control Responds to sensory input to function in the environment
10. Synthesize and relate knowledge and personal experiences to make art.			
DA: Cn10.1.PK.a	Recognize an emotion expressed in dance movement that is watched or performed.	VIII.A.1	Shows interest in music and movement
DA: Cn10.1.PK.b	Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.	IV.C.1 IV.A.1 III.A.1 III.A.2 III.A.3	Uses language to communicate Represents feelings and ideas in a variety of ways Uses gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control Responds to sensory input to function in the environment
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
DA: Cn11.1.PK.a	Show a dance movement experienced at home or elsewhere.	VIII.A.2 III.A.1 III.A.2	Explores music and movement Uses gross motor skills with purpose and collaboration Uses fine motor skills with purpose and control

Kindergarten DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: Dance (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.K.a	Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).	K.PP.2.A.c K.PP.2.C.a K.CC.2.A K.IC.1.A	Demonstrate the ability to start moving with sound and stop moving with silence Show different kinds of energy through movement (e.g., smooth, jerky, gliding, swinging) Create simple movement in response to music Respond in movement to a variety of sensory stimuli (e.g., colors, textures, sounds)
DA: Cr1.1.K.b	Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.	K.PP.1.A.b	Demonstrate the ability to balance on one foot for 2-3 seconds
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.K.a	Improvise dance that has a beginning, middle, and end.	K.PP.1.B.e K.PP.1.C	Perform a simple movement sequence including locomotor and nonlocomotor skills Learn and perform a teacher created movement phrase with a clear beginning and ending
DA: Cr2.1.K.b	Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	K.CCA	Perform a dance that demonstrates changes in time, space, or energy

3. Refine and complete artistic work.			
DA: Cr3.1.K.a	Apply suggestions for changing movement through guided improvisational experiences.	K.CCB	Improvise using different levels of space, directions, size, or shape
DA: Cr3.1.K.b	Depict a dance movement by drawing a picture or using a symbol.	K.ICB	Learn content of other disciplines through movement experiences
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.K.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.	K.CCA K.ICB	Perform a dance that demonstrates changes in time, space, or energy Learn content of other disciplines through movement experiences
DA: Pr4.1.K.b	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	K.ICB	Learn content of other disciplines through movement experiences
DA: Pr4.1.K.c	Identify and apply different characteristics to movements (for example, slow, smooth, or wavy)	K.CCA	Perform a dance that demonstrates changes in time, space, or energy

5. Develop and refine artistic techniques and work for presentation.			
DA: Pr5.1.K.a	Demonstrate sameside and cross-body locomotor and nonlocomotor movements, body patterning movements, and body shapes.	K.PPB.abc	Using basis locomotor movements, explore opposites in direction and level
DA: Pr5.1.K.b	Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal	K.PP2B.e K.PPB.f	Identify and maintain personal space while moving Identify and dance in clear spatial relationships to other students

	space.		
DA: Pr5.1.K.c	Move body parts in relation to other body parts and repeat and recall movements upon request.	K.PPA.d	Demonstrate lateral and cross-lateral movement, and movement that uses upper and lower body at the same time
6. Convey meaning through the presentation of artistic work. □			
DA: Pr6.1.K.a	Dance for and with others in a designated space.	K.PPB.f	Identify and dance in clear spatial relationships to other students
DA: Pr6.1.K.b	Select a prop to use as part of a dance.		
7. Perceive and analyze artistic work			
DA: Re7.1.K.a	Find a movement that repeats in a dance.	K.PP2A.b	Repeat simple rhythms by clapping and then moving body parts
DA: Re7.1.K.b	Demonstrate or describe observed or performed dance movements	K.IC.1.C	Observe a movement and respond to it verbally (e.g., have students complete the sentence, “This reminds me of...”)
8. Interpret intent and meaning in artistic work.			
DA: Re8.1.K.a	Observe movement and describe it using simple dance terminology.	K.IC.1.C	Observe a movement and respond to it verbally (e.g., have students complete the sentence, “This reminds me of...”)
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.K.a	Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	K.IC.1.D	Demonstrate in movement an understanding of the concepts of flexibility and strength

10. Synthesize and relate knowledge and personal experiences to make art.			
DA: Cn10.1.K.a	Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.	K.IC.1.B K.IC.1.C	Learn content of other disciplines through movement experiences (e.g., use your body to form flat shapes and round shapes) Observe a movement and respond to it verbally (e.g., have students complete the sentence, "This reminds me of...")
DA: Cn10.1.K.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.	K.HC.1.B K.IC.1.A	Observe traditional dance attire from around the world Respond in movement to a variety of sensory stimuli (e.g., colors, textures, sounds)
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
DA: Cn11.1.K.a	Describe or demonstrate the movements in a dance that was watched or performed.	K.HC.1.A K.IC.1.C	Observe a dance from another historical period (e.g., Cakewalk, jig, Charleston) Observe a movement and respond to it verbally (e.g., have students complete the sentence, "This reminds me of...")

1st GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: Dance (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.1.a	Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.	CC1A1 CC1 B1	Perform a locomotor dance or sequence generating movement that changes the time, space, or energy. Explore the concept of beat and rhythmic pattern using props such as sticks and paper plates. Generate movements in response to a variety of music
DA: Cr1.1.1.b	Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	CC1A1 IC1A1	Perform a locomotor dance or sequence generating movement that changes the time, space, or energy. Explore the concept of beat and rhythmic pattern using props such as sticks and paper plates. Create movements that correspond to different rhythms. Respond in movement to a different art medium
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.1.a	Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	CC1B1 IC1A1	Generate movements in response to a variety of music Create movements that correspond to different rhythms

DA: Cr2.1.1.b	Choose movements that express an idea or emotion, or follow a musical phrase.	CC1B1 IC1A1	Generate movements in response to a variety of music Create movements that correspond to different rhythms
3. Refine and complete artistic work.			
DA: Cr3.1.1.a	Explore suggestions to change movement from guided improvisation and/or short remembered sequences.		
DA: Cr3.1.1.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).		
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.1.a	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.	PP1A1 PP1B1 PP2B1	Anatomy et al Body Organization et al Body Skills et al Sequencing et al Pathways et al
DA: Pr4.1.1.b	Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.	IC1A1 PP2A1	Create movements that correspond to different rhythms Tempo et al Rhythm and Patterns et al
DA: Pr4.1.1.c	Demonstrate movement characteristics along with 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).	IC1C1 AP1A1	Respond in movement to sentences that use dance vocabulary Identify dance movement using correct terminology

5. Develop and refine artistic techniques and work for presentation.			
DA: Pr5.1.1.a	Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	PP1A1	Anatomy et al Body Organization et al Body Skills et al
DA: Pr5.1.1.b	Move safely in general space through a range of activities and group formations while maintaining personal space.	PP2B1	Personal Space et al Relationships et al
DA: Pr5.1.1.c	Modify movements and spatial arrangements upon request.	PP2B1 CC1A1	Pathways et al Relationships et al Perform a locomotor dance or sequence generating movement that changes the time, space, or energy
6. Convey meaning through the presentation of artistic work. □			
DA: Pr6.1.1.a	Dance for others in a space where audience and performers occupy different areas.	PP1C1	Dance with an awareness of personal and general space
DA: Pr6.1.1.b	Explore the use of simple props to enhance performance.	CC1A1	Explore the concept of beat and rhythmic pattern using props such as sticks and paper plates
7. Perceive and analyze artistic work			
DA: Re.7.1.1.a	Find a movement that repeats in a dance to make a pattern.	CC1A1	Explore the concept of beat and rhythmic pattern using props such as sticks and paper plates
DA: Re.7.1.1.b	Demonstrate and describe observed or performed dance movements from a specific genre or culture.	HC1A1 HC1B1 PP1A1	Learn and perform greeting gestures from historical eras Observe and learn dances from cultures around the world Styles and Genres et al

8. Interpret intent and meaning in artistic work.			
DA: Re8.1.1.a	Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.	IC1C1	Write sentences that use movement verbs
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.1.a	Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.		
10. Synthesize and relate knowledge and personal experiences to make art.			
DA: Cn10.1.1.a	Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.		
DA: Cn10.1.1.b	Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.		
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
DA: Cn11.1.1.a	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	HC1A1 HC1B1	Learn and perform greeting gestures from historical eras Observe and learn dances from cultures around the world

2nd GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Dance <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.2.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.	CC1A2	Explore the concepts of beat, rhythmic pattern and tempo in relation to music.
DA: Cr1.1.2.b	Combine a variety of movements while manipulating the elements of dance.	CC1A2 IC1A2	Explore the concepts of beat, rhythmic pattern and tempo in relation to music. Observe patterns in different art mediums and echo them in movement
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.2.a	Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	CC1B2 IC1A2	Improvise and explore transfer of weight and directional change and use of pathways in space Observe patterns in different art mediums and echo them in movement
DA: Cr2.1.2.b	Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	CC1B2 IC1A2	Improvise and explore transfer of weight and directional change and use of pathways in space Observe patterns in different art mediums and echo them in movement
3. Refine and complete artistic work.			

DA: Cr3.1.2.a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.		
DA: Cr3.1.2.b	Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).		
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.2.a	Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.	PP1A2 PP1B2 PP2B2	Anatomy a., Body Organization b. c., Body Skills d. e. Breathing j., Non-Locomotor/Axial k. l., Locomotor movement, Styles & Genres, Sequencing Directions e. f., Pathways g., Levels h. Shapes i. j., Personal Space, Relationships, Movement Qualities a., Dance Qualities b., Stillness c.
DA: Pr4.1.2.b	Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.	IC1A2 PP2A2	Observe patterns in different art mediums and echo them in movement Tempo a., Rhythm & Patterns b. c.
DA: Pr4.1.2.c	Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.	IC1C2 AP1A2	Write declarative and interrogative sentences that use dance terminology and create dance phrases from them Create a dance sequence from terminology
5. Develop and refine artistic techniques and work for presentation.			

DA: Pr5.1.2.a	Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	PP1A2 PP2B2	Anatomy a., Body Organization b. c., Body Skills d. e. Directions e. f., Pathways g., Levels h., Shapes i. j., Personal Space, Relationships, Movement Qualities a., Dance Qualities b., Stillness c.
DA: Pr5.1.2.b	Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	PP1A2 PP2B2	Anatomy a., Body Organization b. c., Body Skills d. e. Directions e. f., Pathways g., Levels h., Shapes i. j., Personal Space, Relationships, Movement Qualities a., Dance Qualities b., Stillness c.
DA: Pr5.1.2.c	Repeat movements, with an awareness of self and others in space. Self adjust and modify movements or placement upon request.	IC1D2	Demonstrate an understanding of how dance promotes health
6. Convey meaning through the presentation of artistic work.			
DA: Pr6.1.2.a	Dance for and with others in a space where audience and performers occupy different areas.	PP1C2	Focus and Awareness, Replication, Reflection, Refinement, and Revision, Performance Etiquette
DA: Pr6.1.2.b	Use limited production elements (for example, hand props, simple scenery, or media projections).	CC1A2	Explore the concepts of beat, rhythmic pattern and tempo in relation to music.
7. Perceive and analyze artistic work			
DA: Re.7.1.2.a	Find movements in a dance that develop a pattern.	CC1A2	Explore the concepts of beat, rhythmic pattern and tempo in relation to music.
DA: Re.7.1.2.b	Demonstrate and describe movements in dances from different genres or cultures.	HC1A2 HC1B2	Learn the basic elements of a concert dance style from an historical era a. Learn and perform a dance from another culture b. Demonstrate an awareness and acceptance of

		PP1A2	others through movement Anatomy a., Body Organization b. c., Body Skills d. e.
8. Interpret intent and meaning in artistic work.			
DA: Re8.1.2.a	Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.	IC1C2	Write declarative and interrogative sentences that use dance terminology and create dance phrases from them
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.2.a	Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.	HC1A2 HC1B2	Learn the basic elements of a concert dance style from an historical era a. Learn and perform a dance from another culture b. Demonstrate an awareness and acceptance of others through movement
10. Synthesize and relate knowledge and personal experiences to make art.			
DA: Cn10.1.2.a	Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.		
DA: Cn10.1.2.b	Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.		
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
DA: Cn11.1.2.a	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	HC1A2 HC1B2	Learn the basic elements of a concert dance style from an historical era a. Learn and perform a dance from another culture

			b. Demonstrate an awareness and acceptance of others through movement
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3rd GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Dance <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.3.a	Experiment with a variety of self identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.	PP1C3	Focus and Awareness Replication, Reflection, Refinement, and Revision Performance Etiquette
DA: Cr1.1.3.b	Explore a given movement problem. Select and demonstrate a solution.	CC1B3	Use improvisation to discover and invent movement and solve movement problems to develop an understanding of terminology (e.g., right and left hand star, plie, level) or concepts (e.g., metamorphosis, geography or weather)
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.3.a	Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).	CC2A3	Improvise and present a short dance to peers with a beginning, development, and end that communicates an idea, feeling, or story
DA: Cr2.1.3.b	Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	CC1A3 CC2B3	Create simple movements communicating different themes Create movements that communicate a feeling or idea

3. Refine and complete artistic work.			
DA: Cr3.1.3.a	Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.	CC1B3	Use improvisation to discover and invent movement and solve movement problems to develop an understanding of terminology (e.g., right and left hand star, plie, level) or concepts (e.g., metamorphosis, geography or weather)
DA: Cr3.1.3.b	Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.		
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.3.a	Judge spaces as distance traveled and use space three dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.	PP2B3	<p>Pathways: Move through space in a straight, curved, circular, diagonal, zigzag, and combination of pathways</p> <p>Personal Space: Define and move in one's personal space within a group in set sequences</p> <p>Relationships: Identify and dance in clear spatial relationships to others using typical dance structures</p>
DA: Pr4.1.3.b	Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.	PP2A3 PP2B3	<p>Tempo Rhythm & Patterns</p> <p><u>Directions</u></p> <p>a. Explore changing facing directions of non-locomotor/axial movements to specific rhythmic patterns</p>

			b. Explore changing directions of locomotor movements to a beat
DA: Pr4.1.3.c	Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	PP2C3	<u>Movement Qualities</u> a. Demonstrate and describe recreational movements (e.g., bat, dunk, hurl, swim, pitch, serve) <u>Dance Qualities</u> b. Perform movement sequences showing changes in quality of motion (e.g., from swing to percussive, from vibratory to sustained) <u>Stillness</u> Discuss and demonstrate the use of energy while still
5. Develop and refine artistic techniques and work for presentation.			
DA: Pr5.1.3.a	Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	IC1D3 PP1B3	Demonstrate an understanding of correct physical principles learned through dance (e.g., perform basic dance movements such as <i>plie</i> and <i>releve</i> using correct body alignment) <u>Non-Locomotor/Axial</u> Identify and demonstrate non-locomotor/axial skills (e.g., bend, stretch, twist, turn, tilt) using various body parts and the body as a whole <u>Locomotor movement</u> <ul style="list-style-type: none"> · Identify and demonstrate increased control of locomotor movements · Perform basic locomotor movements that move in several directions (e.g., forward, backward, sideways) Perform locomotor movements including crawl,

		IC1D3	roll, slither, cartwheel, and other means of moving through space Demonstrate an understanding of correct physical principles learned through dance (e.g., perform basic dance movements such as <i>plie</i> and <i>releve</i> using correct body alignment)
DA: Pr5.1.3.b	Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	CC1C3 PP1B3	Demonstrate desirable social characteristics such as responding in a positive way to a partner in a class setting Sequencing Perform a short sequence of movements with locomotor and non-locomotor skills, direction and level changes, pathways, rhythm patterns, stillness, and transitions
DA: Pr5.1.3.c	Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and selfcheck to improve dance skills.	PP1C3 PP2Cb3	<u>Replication, Reflection, Refinement, and Revision</u> Practice a short partner dance, refine to accommodate partner, and apply instructor's corrections Perform movement sequences showing changes in quality of motion (e.g., from swing to percussive, from vibratory to sustained)
6. Convey meaning through the presentation of artistic work.			
DA: Pr6.1.3.a	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).		

DA: Pr6.1.3.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.		
7. Perceive and analyze artistic work			
DA: Re.7.1.3.a	Find a movement pattern that creates a movement phrase in a dance work.	CC2A3 IC1A3 IC1C3	Improvise and present a short dance to peers with a beginning, development, and end that communicates an idea, feeling, or story Observe patterns in different art mediums and create movement phrases that echo them (e.g., create a dance inspired by an Impressionist or Cubist painting) Identify the movement words in a poem and create a dance based on them
DA: Re.7.1.3.b	Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.	PP1B3 IC1A3 HC1B3	Styles & Genres <ul style="list-style-type: none"> · Perform more complex short folk, ethnic, and teacher generated dances · Discuss and experience various concert dance forms (e.g., ballet, modern dance, jazz, or tap dance) Observe patterns in different art mediums and create movement phrases that echo them (e.g., create a dance inspired by an Impressionist or Cubist painting) Use dance terminology to describe dances from two different cultures (e.g., the hora and La Raspa both use percussive, stamping movements)
8. Interpret intent and meaning in artistic work.			
DA:	Select specific context cues from movement.	PP2C3	<u>Stillness</u>

Re8.1.3.a	Explain how they relate to the main idea of the dance using basic dance terminology.	AP1A3 HC1B3	Discuss and demonstrate the use of energy while still Observe dance movements and describe how they are similar or different using dance terminology Use dance terminology to describe dances from two different cultures (e.g., the <i>hora</i> and La Raspa both use percussive, stamping movements)
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.3.a	Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.	HC1A3 HC1B3	Learn and perform dances from an historical period (e.g., learn dances such as the Virginia Reel or Ring shout) Use dance terminology to describe dances from two different cultures (e.g., the <i>hora</i> and La Raspa both use percussive, stamping movements)
10. Synthesize and relate knowledge and personal experiences to make art.			
DA: Cn10.1.3.a	Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.	CC1C3 CC2A3 CC2B3	Demonstrate desirable social characteristics such as responding in a positive way to a partner in a class setting Improvise and present a short dance to peers with a beginning, development, and end that communicates an idea, feeling, or story Create movements that communicate a feeling or idea
DA: Cn10.1.3.b	Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the	CC1A3 CC2A3 CC2B3	Create simple movements communicating different themes (e.g., a parade, feelings, or zoo animals) Improvise and present a short dance to peers with a beginning, development, and end that communicates an idea, feeling, or story Create movements that communicate a feeling or

	new learning in oral, written, or movement form.	AP1A3 HC1B3	idea Observe dance movements and describe how they are similar or different using dance terminology Use dance terminology to describe dances from two different cultures (e.g., the <i>hora</i> and La Raspa both use percussive, stamping movements)
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
DA: Cn11.1.3.a	Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	HC1B3 IC1D3 CC2B3	Use dance terminology to describe dances from two different cultures (e.g., the <i>hora</i> and La Raspa both use percussive, stamping movements) Demonstrate an understanding of how dance promotes health (e.g., write a paragraph on how dance promotes physical fitness) Create movements that communicate a feeling or idea

4th GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Dance <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.4.a	Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).	PP1C4	Focus and Awareness Replication, Reflection, Refinement, and Revision Performance Etiquette
DA: Cr1.1.4.b	Develop a movement problem and manipulate the elements of dance as tools to find a solution.	CC1B4 PP2B4	Use improvisation to discover and invent movement and solve movement problems to develop an understanding of terminology (e.g., right and left hand star, plie, level) or concepts (e.g., metamorphosis, geography or weather) <u>Directions</u> a. Independently explore changing facing directions of non-locomotor/axial movements b. Explore changing directions of locomotor movements in a group <u>Pathways</u> c. Use dance phrases to travel through space in a variety of pathways <u>Levels</u> d. Perform balancing movements on high, middle, and low levels <u>Shapes</u> e. Explore shapes with a partner contacting body parts

			<p>f. Identify and demonstrate positive and negative space individually and with a partner</p> <p><u>Personal Space</u></p> <p>g. Define and move in one's personal space within a group improvisationally</p> <p><u>Relationships</u></p> <p>h. Learn and perform dances using clear spatial relationships to others (e.g., in a line, circle, diagonal, facing away or toward)</p>
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.4.a	Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.	CC2A4	Choreograph a structured composition with a beginning, middle, and end with awareness of aesthetic criteria (e.g., create and share a short dance that communicates an idea, feeling, or story)
DA: Cr2.1.4.b	Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	CC1A4 CC2B4	<p>Discover and explore movement solutions to technical or structural movement problems (e.g., explore the use of simple choreographic structures such as ABA form or canon)</p> <p>Improvise a short dance to peers that communicates an idea or feeling</p> <p>Identify and analyze what the dance communicates</p>
3. Refine and complete artistic work.			
DA: Cr3.1.4.a	Revise movement based on peer feedback and self reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.		
DA:	Depict the relationships between two or more		

Cr3.1.4.b	dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).		
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.4.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.	PP2C4	<u>Movement Qualities</u> a. Describe and demonstrate the qualities of difference dance styles (e.g., ballet, ballroom, modern, jazz, tap, hip hop) <u>Dance Qualities</u> b. Perform movement sequences showing changes in quality of motion (e.g., from swing to percussive, from vibratory to sustained) <u>Stillness</u> Hold three different non-locomotor shapes while others are moving through space
DA: Pr4.1.4.b	Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.	PP2A4	Tempo a. Clap and move on the primary and secondary accents of 4/4 and 6/8 measures b. Count and dance to a steady beat in different tempi
DA: Pr4.1.4.c	Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.		
5. Develop and refine artistic techniques and work for presentation.			
DA: Pr5.1.4.a	Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core	PP1A4	<u>Anatomy</u> a. Demonstrate dance movements using two body parts simultaneously (e.g., arms and legs)

	support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.		<u>Body Organization</u> b. Consistently demonstrate vertical alignment of the body while still and while moving c. Demonstrate balance on and off vertical with various bases of support <u>Body Skills</u> d. Demonstrate core strength, endurance, and overall flexibility Consistently demonstrate coordination, agility, and range of motion in the execution of movement patterns
DA: Pr5.1.4.b	Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.	PP1C4 IC1D4	Focus and awareness Recognize and implement safe dance practices (e.g., practice soft landings, never force a stretch) Demonstrate an understanding of how dance promotes strength and health (e.g., collect pictures of dancers that show their physical ability)
DA: Pr5.1.4.c	Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.	PP1C4 CC1C4	Dance with concentration, kinesthetic awareness, and attention to auditory and visual cues Demonstrate the ability to work cooperatively with a partner (e.g., demonstrate appropriate responses to a partners movement in a class setting)
6. Convey meaning through the presentation of artistic work. □			
DA: Pr6.1.4.a	Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).		
DA: Pr6.1.4.b	Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	CC1A4	Discover and explore movement solutions to technical or structural movement problems (e.g., explore the use of simple choreographic structures such as ABA form or canon)

7. Perceive and analyze artistic work			
DA: Re.7.1.4.a	Find patterns of movement in dance works that create a style or theme.	PP2A4	Tempo b. Clap and move on the primary and secondary accents of 4/4 and 6/8 measures b. Count and dance to a steady beat in different tempi
DA: Re.7.1.4.b	Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.	PP1B4	<u>Styles & Genres</u> · Perform various folk and ethnic dances connected to state history · Demonstrate basic movements of a particular concert dance form (e.g., ballet, modern dance, jazz, or tap dance)
8. Interpret intent and meaning in artistic work.			
DA: Re8.1.4.a	Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	AP1A4 IC1C4	Observe or perform a dance and identify specific movements using dance Use movement to express images, ideas, and feelings found in a short story Observe or perform a dance and describe in words the images, ideas, and feelings found in it
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.4.a	Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.	IC1C4	Use movement to express images, ideas, and feelings found in a short story Observe or perform a dance and describe in words the images, ideas, and feelings found in it
10. Synthesize and relate knowledge and personal experiences to make art.			

DA: Cn10.1.4.a	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.	IC1C4	Use movement to express images, ideas, and feelings found in a short story.
DA: Cn10.1.4.b	Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	AP1A4 IC1B4	Observe or perform a dance and identify specific movements using dance terminology (e.g., grand right and left in a square dance, flexion and extension) Discover ways of using technology with dance to communicate content of other disciplines (e.g., photograph a plant developing from a seed and create a dance based on the pictures)
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
DA: Cn11.1.4.a	Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	HC1b4 IC1A4 HC1A4	<ul style="list-style-type: none"> a. Share a dance form from one's cultural heritage or environment b. Observe and perform dance movements from a variety of cultures <p>Respond to movement through a different art medium (e.g., do a line drawing based on the spatial patterns of a dance)</p> <p>Create and share original movements inspired by different historical periods (e.g., an explorer with Lewis and Clarke uses dance to show the variety of animals they encountered)</p>

5th GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Dance <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.5.a	Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	CC2A5	Identify and analyze what a dance communicates Observe and explore how different accompaniment (such as sound, music, spoken text) can affect the meaning of dance
		IC1A5	Discover ways of using technology with dance (e.g., photograph movements and create a dance from the images) Respond to dance in another medium (e.g., create a percussion score to your movement, create dialogue that could be an extension of a movement phrase)
		IC1B5	Learn content of other disciplines through movement experiences (e.g., replicate how the planets move around the sun)
		IC1C5	Use descriptive language (e.g., similes, metaphors) to express ideas, images, and feelings that may be found in dance (e.g., a leaping dancer soars like a bird)
DA:	Construct and solve multiple movement problems	PP2B5	<u>Directions</u>

Cr1.1.5.b	to develop choreographic content.		<p>a. Dance in space in a variety of directions with accuracy of spatial design and clarity of facing</p> <p><u>Pathways</u></p> <p>b. Explore locomotor movement combined with direction and level change</p> <p>c. Dance through space in a straight, curved, circular, diagonal, zigzag, and combination of pathways</p> <p><u>Levels</u></p> <p>d. Perform turning movements on high, middle, and low levels</p> <p><u>Shapes</u></p> <p>e. In small groups perform a series of shapes with changes in level and direction</p> <p><u>Personal Space</u></p> <p>f. Move in one's personal space within a group</p> <p><u>Relationships</u></p> <p>Create dances using specific spatial relationships to others (e.g., in a line, circle, diagonal, facing away or toward, arm's length apart)</p>
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.5.a	Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.	CC2A5	Choreograph a structured composition with a beginning, middle, and end with awareness of aesthetic criteria (e.g., create and share a short dance that communicates an idea, feeling, or story)
DA: Cr2.1.5.b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.	CC1A5 CC2B5	<p>Discover and explore movement solutions to technical or structural movement problems (e.g., explore the use of simple choreographic structures such as ABA form or canon)</p> <p>Improvise a short dance to peers that communicates an idea or feeling</p>

			Identify and analyze what the dance communicates
3. Refine and complete artistic work.			
DA: Cr3.1.5.a	Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.	CC2A5	Identify and analyze what a dance communicates Observe and explore how different accompaniment (such as sound, music, spoken text) can affect the meaning of dance
DA:Cr3.1.5 .b	Record changes in a dance sequence through writing, symbols, or a form of media technology.		
4. Select, analyze, and interpret artistic work for presentation.			
DA: Pr4.1.5.a	Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.		
DA: Pr4.1.5.b	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.		
DA: Pr4.1.5.c	Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.	IC1C5	Use descriptive language (e.g., similes, metaphors) to express ideas, images, and feelings that may be found in dance (e.g., a leaping dancer soars like a bird)
5. Develop and refine artistic techniques and work for presentation.			
DA: Pr5.1.5.a	Recall and execute a series of dance phrases using fundamental dance skills (for example,	IC1D5	Demonstrate an intermediate understanding of correct physical principles learned through dance (e.g.,

	alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).		demonstrate correct landings from jumps and leaps)
DA: Pr5.1.5.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.	IC1D5	Demonstrate an intermediate understanding of correct physical principles learned through dance (e.g., demonstrate correct landings from jumps and leaps)
DA: Pr5.1.5.c	Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.	CC1C5	Demonstrate desirable social characteristics such as responding in a positive way to a partner or a group of dancers in a class setting Demonstrate the ability to work cooperatively in small groups during the choreographic process
6. Convey meaning through the presentation of artistic work. □			
DA: Pr6.1.5.a	Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.		
DA: Pr6.1.5.b	Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.		
7. Perceive and analyze artistic work			
DA: Re.7.1.5.a	Find meaning or artistic intent from the patterns of movement in a dance work.	HC1B5	Demonstrate social skills and etiquette appropriate to a particular dance culture (e.g., honor your partner at the beginning of a square dance; touch the ground next to an African drum to show respect)

DA: Re.7.1.5.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.	HC1B5 AP1A5	Demonstrate social skills and etiquette appropriate to a particular dance culture (e.g., honor your partner at the beginning of a square dance; touch the ground next to an African drum to show respect) Identify dance styles from descriptions that use dance terminology (e.g., shuffle, ball change is a tap step)
8. Interpret intent and meaning in artistic work.			
DA: Re8.1.5.a	Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology	CC2A5	Identify and analyze what a dance communicates Observe and explore how different accompaniment (such as sound, music, spoken text) can affect the meaning of dance
9. Apply criteria to evaluate artistic work.			
DA: Re9.1.5.a	Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.	HC1A5	Research and write descriptions of dances from different historical periods (e.g., learn and perform a Native American dance; create a scouting and tracking dance)
10. Synthesize and relate knowledge and personal experiences to make art.			
DA: Cn10.1.5.a	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.		

<p>DA: Cn10.1.5.b</p>	<p>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. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>	<p>IC1A5 IC1B5</p>	<p>Discover ways of using technology with dance (e.g., photograph movements and create a dance from the images)</p> <p>Respond to dance in another medium (e.g., create a percussion score to your movement, create dialogue that could be an extension of a movement phrase)</p> <p>Learn content of other disciplines through movement experiences (e.g., replicate how the planets move around the sun)</p>
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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

<p>DA: Cn11.1.5.a</p>	<p>Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	<p>HC1A5 HC1B5</p>	<p>Research and write descriptions of dances from different historical periods (e.g., learn and perform a Native American dance; create a scouting and tracking dance)</p> <p>Demonstrate social skills and etiquette appropriate to a particular dance culture (e.g., honor your partner at the beginning of a square dance; touch the ground next to an African drum to show respect)</p>
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6th GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Dance <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.6.a	Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).	CC1B6-8a	<p>Improvise individually and in groups to generate choreography that explores new movement possibilities that vary the use of the dance elements and communicate the ideas or feelings of the dance (e.g., use variety in the dance elements of space, time, and energy to communicate meaning through dance)</p> <p>Effectively demonstrate the processes of reordering and chance</p>
		IC1A6-8a	<p>Use technology to communicate dance ideas to others (e.g., video your choreography for showing to other classes)</p> <p>Choreograph a dance inspired by another art form (e.g., use a Matisse cut-out, a Calder mobile, or the architecture of a building as the starting point for a dance)</p> <p>Create a dance using concepts from multiple arts disciplines (e.g., create a dance in a rondo or Haiku form)</p>
		IC1B6-8a	<p>Create a dance that represents content from another</p>

		IC1C6-8a	<p>discipline (e.g., show mathematical order of operations – students create shapes that represent operations and choreograph movement that puts them in the proper sequence)</p> <p>Choreograph a dance following a poetic format (e.g., choreograph a dance haiku)</p> <p>Create and perform a dance based on personal original writing</p> <p>Observe or perform a dance and write an essay about the images, ideas, and feelings found in it</p>
DA: Cr1.1.6.b	Explore various movement vocabularies to transfer ideas into choreography.	AP1A6-8a	<p>Write a description of a dance using appropriate terminology</p> <p>Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)</p> <p>Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways)</p> <p>Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology</p>
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.6.a	Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the	CC1A6-8a	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

	dance.		include smooth transitions between movement ideas and sections of the dance)
DA: Cr2.1.6.b	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.		
3. Refine and complete artistic work.			
DA: Cr3.1.6.a	Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	PP1C6-8a	Replication, Reflection, Refinement, and Revision <ul style="list-style-type: none"> Practice and perfect movement sequences to increase performance accuracy Revise movement through analysis, discussion, and practice to fulfill artistic intent
DA: Cr3.1.6.b	Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	AP1A6-8a	Write a description of a dance using appropriate terminology Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style) Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways) Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology
4. Select, analyze, and interpret artistic work for presentation.			
DA:	Refine partner and ensemble skills in the ability to	PP2B6-8a	Directions <ul style="list-style-type: none"> a.Dance in space in a variety of directions with accuracy of

Pr4.1.6.a judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

spatial design and clarity of facing
Pathways
a. Dance through space in a variety of pathways performing the spatial design and patterns with accuracy
Levels
a. Dance on high, middle, and low levels with clear focus, purpose, and transitions
Shapes
a. Form shapes with one's own body and in relation to others using a variety of spatial directions, pathways, and levels
Relationships
Dance in a defined spatial relationship to others (e.g., beside, far, near, behind, in front of, toward, away from, around, through and between)

DA:
Pr4.1.6.b Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.

PP2A6-8a

Tempo
a. Accurately dance to a steady beat and/or variations in tempi (e.g., demonstrate double-time or half-time, accelerating or decelerating)
Rhythm & Patterns
b. Dance to various changes in rhythms, meters, and musical phrasing (e.g., even, uneven, and syncopated rhythms)
c. Dance in relation to complex musical phrases

DA:
Pr4.1.6.c Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to technique exercises and dance phrases.

5. Develop and refine artistic techniques and work for presentation.

DA:
Pr5.1.6.a Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to

PP1A6-8a

Body Organization
a. Demonstrate vertical alignment of the body while still and moving and its relationship to efficient movement (e.g., during turns, leaps, & transitions)

accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

- b. Perform dance using different hemispheres and planes of the body (e.g., cross lateral, upper and lower body, and front and back of the body)

Body Skills

- a. Demonstrate balance (on- and off-vertical), range of motion, agility, and coordination in the execution of movement patterns
- b. Demonstrate core and peripheral strength, endurance, and overall flexibility
- c. Demonstrate lateral and cross-lateral movement (e.g., brain dance)

DA:
Pr5.1.6.b

Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.

PP1A6-8a

Anatomy

- a. Demonstrate increasingly complex 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

IC1D6-8a

Demonstrate an awareness of healthful living in daily life (e.g., keep a diet and exercise journal)

Demonstrate how dance promotes physical fitness (e.g., choreograph a routine in a specific style such as hip hop that incorporates stretching and strength building movements)

Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn and perform correctly a routine of dance stretches for warm-up)

DA:
Pr5.1.6.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 to dances by testing options and finding good results. Document self improvements over time.

CC1C6-8a

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)

6. Convey meaning through the presentation of artistic work. □

<p>DA: Pr6.1.6.a</p>	<p>Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p>	<p>PP1C6-8a</p>	<p>Performance Etiquette</p> <ul style="list-style-type: none"> · Demonstrate a commitment to attend classes and rehearsals in a respectful and cooperative manner <p>Fulfill commitment to perform with the highest artistic quality possible</p>
		<p>CC2B6-8a</p>	<p>Improvise and present a short dance to peers with a beginning, development and end that communicates an idea, feeling or story</p>
<p>DA: Pr6.1.6.b</p>	<p>Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p>	<p>CC2A6-8a</p>	<p>Improvise, choreograph, refine, and perform original movements that express personal ideas, experiences, feelings, concepts, or images</p> <p>Describe how dance communicates or expresses</p>

7. Perceive and analyze artistic work

<p>DA: Re.7.1.6.a</p>	<p>Describe or demonstrate recurring patterns of movement and their relationships in dance.</p>	<p>PP2C6-8a</p>	<p>Movement Qualities</p> <ol style="list-style-type: none"> a. Demonstrate and describe the qualities and characteristics of movement in a dance form, style, or genre <p>Dance Qualities</p> <ol style="list-style-type: none"> b. Dance with different qualities or characteristics of movement (e.g., timing, spatial direction, tension, effort, weight, and force) <p>Stillness</p> <p>Maintain energy in the body while holding a position or body shape while others are moving</p>
<p>DA: Re.7.1.6.b</p>	<p>Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre specific dance terminology.</p>	<p>AP1A6-8a</p>	<p>Write a description of a dance using appropriate terminology</p> <p>Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence</p>

using swing, contraction and release in the modern dance style)

8. Interpret intent and meaning in artistic work.

DA:
Re8.1.6.a Explain how the artistic expression of a dance is achieved through the 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.

PP1B6-8a

Styles & Genres

- Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

CC2B6-8a

Observe a dance and describe how it expresses meaning. Explain how the major movement choices in your choreography communicate the idea, feeling, or story

9. Apply criteria to evaluate artistic work.

DA:
Re9.1.6.a Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.

PP1B6-8a

Styles & Genres

- Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

10. Synthesize and relate knowledge and personal experiences to make art.

DA:
Cn10.1.6.a 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.

PP1B6-8a

Styles & Genres

- Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

DA:
Cn10.1.6.b Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views

HC1B6-8a

a. Research and present findings about the different cultural backgrounds in one's class including typical dances of those cultures

b. Learn and perform dances from a variety of cultures. Compare their styles and movements using dance terminology (e.g., Greek dances are typically

or offers new knowledge and perspectives.

performed in an open circle)

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA: Interpret and show how the movement and
Cn11.1.6.a qualities of a dance communicate its cultural,
historical, and/or community purpose or meaning.

HC1A6-8a

- a. Demonstrate knowledge of an historical period through dance (e.g., choreograph a court dance showing court organization; create Egyptian tomb murals and Greek temple friezes and bring them to life in dance)
- b. Demonstrate understanding of an historical event by choreographing a dance commemorating that event (e.g., choreograph a dance in honor of the firemen who lost their lives on 9/11)
- c. Create a dance based on research in other disciplines (e.g., choreograph a dance showing states choosing sides before the Civil War, choreograph a dance about a sit-in during the Civil Rights era)

HC1B6-8a

- a. Research and present findings about the different cultural backgrounds in one's class including typical dances of those cultures
- b. Learn and perform dances from a variety of cultures. Compare their styles and movements using dance terminology (e.g., Greek dances are typically performed in an open circle)

7th GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Code **Newly Adopted Standards**

1. Generate and conceptualize artistic ideas and work.

DA:
Cr1.1.7.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.

Missouri Grade Level Expectations: Dance

(Adopted 2010, transitioning out.)

Code **Current GLE**

CC1B6-8a Improvise individually and in groups to generate choreography that explores new movement possibilities that vary the use of the dance elements and communicate the ideas or feelings of the dance (e.g., use variety in the dance elements of space, time, and energy to communicate meaning through dance)

Effectively demonstrate the processes of reordering and chance

IC1A6-8a Use technology to communicate dance ideas to others (e.g., video your choreography for showing to other classes)

Choreograph a dance inspired by another art form (e.g., use a Matisse cut-out, a Calder mobile, or the architecture of a building as the starting point for a dance)

Create a dance using concepts from multiple arts disciplines (e.g., create a dance in a rondo or Haiku form)

IC1B6-8a Create a dance that represents content from another

discipline (e.g., show mathematical order of operations – students create shapes that represent operations and choreograph movement that puts them in the proper sequence)

IC1C6-8a Choreograph a dance following a poetic format (e.g., choreograph a dance haiku)

Create and perform a dance based on personal original writing

Observe or perform a dance and write an essay about the images, ideas, and feelings found in it

DA:
Cr1.1.7.b Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

AP1A6-8a Write a description of a dance using appropriate terminology

Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)

Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways)

Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology

2. Organize and develop artistic ideas and work.

DA:
Cr2.1.7.a Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and

CC1A6-8a 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

structural choices.

include smooth transitions between movement ideas and sections of the dance)

DA:
Cr2.1.7.b Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

3. Refine and complete artistic work.

DA:
Cr3.1.7.a Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.

PP1C6-8a

Replication, Reflection, Refinement, and Revision

- Practice and perfect movement sequences to increase performance accuracy
- Revise movement through analysis, discussion, and practice to fulfill artistic intent

DA:
Cr3.1.7.b Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

AP1A6-8a

Write a description of a dance using appropriate terminology

Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)

Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways)

Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology

4. Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1.7 Expand movement vocabulary of floor and air

PP2B6-8a

Directions

- a. Dance in space in a variety of directions with accuracy of

.a pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.

spatial design and clarity of facing
Pathways
a. Dance through space in a variety of pathways performing the spatial design and patterns with accuracy
Levels
a. Dance on high, middle, and low levels with clear focus, purpose, and transitions
Shapes
a. Form shapes with one's own body and in relation to others using a variety of spatial directions, pathways, and levels
Relationships
Dance in a defined spatial relationship to others (e.g., beside, far, near, behind, in front of, toward, away from, around, through and between)

DA:
Pr4.1.7.b Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.

PP2A6-8a

Tempo
a. Accurately dance to a steady beat and/or variations in tempi (e.g., demonstrate double-time or half-time, accelerating or decelerating)
Rhythm & Patterns
b. Dance to various changes in rhythms, meters, and musical phrasing (e.g., even, uneven, and syncopated rhythms)
c. Dance in relation to complex musical phrases

DA:
Pr4.1.7.c Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

5. Develop and refine artistic techniques and work for presentation.

DA:
Pr5.1.7.a Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic

IC1D6-8a

Demonstrate how dance promotes physical fitness (e.g., choreograph a routine in a specific style such as hip hop that incorporates stretching and strength building movements)

awareness, clarity of movement, weight shifts, flexibility/range of motion).

DA:
Pr5.1.7.b Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.

IC1D6-8a

Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn and perform correctly a routine of dance stretches for warm-up)

Demonstrate how dance promotes physical fitness (e.g., choreograph a routine in a specific style such as hip hop that incorporates stretching and strength building movements)

Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn and perform correctly a routine of dance stretches for warm-up)

DA:
Pr5.1.7.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).

CC1C6-8a

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)

6. Convey meaning through the presentation of artistic work. □

DA:
Pr6.1.7.a Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post performance, accept notes from choreographer and apply corrections to future performances.

PP1C6-8a

Performance Etiquette

- Demonstrate a commitment to attend classes and rehearsals in a respectful and cooperative manner

Fulfill commitment to perform with the highest artistic quality possible

DA:
Pr6.1.7.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.

7. Perceive and analyze artistic work

DA:
Re.7.1.7.a Compare, contrast, and discuss patterns of movement and their relationships in dance.

CC1A6-8a 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)

DA:
Re.7.1.7.b Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.

AP1A6-8a Write a description of a dance using appropriate terminology

Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)

8. Interpret intent and meaning in artistic work.

DA:
Re8.1.7.a Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.

PP1B6-8a

Styles & Genres

- Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

9. Apply criteria to evaluate artistic work.

DA:
Re9.1.7.a Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre specific dance terminology.

PP1B6-8a

Styles & Genres

- Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

10. Synthesize and relate knowledge and personal experiences to make art.

DA:
Cn10.1.7.a Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

PP1B6-8a Styles & Genres
· Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

DA:
Cn10.1.7.b Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.

HC1B6-8a a. Research and present findings about the different cultural backgrounds in one's class including typical dances of those cultures

b. Learn and perform dances from a variety of cultures. Compare their styles and movements using dance terminology (e.g., Greek dances are typically performed in an open circle)

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA:
Cn11.1.7.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.

HC1A6-8a a. Demonstrate knowledge of an historical period through dance (e.g., choreograph a court dance showing court organization; create Egyptian tomb murals and Greek temple friezes and bring them to life in dance)

b. Demonstrate understanding of an historical event by choreographing a dance commemorating that event (e.g., choreograph a dance in honor of the firemen who lost their lives on 9/11)

c. Create a dance based on research in other disciplines (e.g., choreograph a dance showing states choosing sides before the Civil War, choreograph a dance about a sit-in during the Civil Rights era)

- HC1B6-8a
- a. Research and present findings about the different cultural backgrounds in one's class including typical dances of those cultures

 - b. Learn and perform dances from a variety of cultures. Compare their styles and movements using dance terminology (e.g., Greek dances are typically performed in an open circle)

8th GRADE DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Code **Newly Adopted Standards**

1. Generate and conceptualize artistic ideas and work.

DA:
Cr1.1.8.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.

Missouri Grade Level Expectations: Dance

(Adopted 2010, transitioning out.)

Code **Current GLE**

CC1B6-8a Improvise individually and in groups to generate choreography that explores new movement possibilities that vary the use of the dance elements and communicate the ideas or feelings of the dance (e.g., use variety in the dance elements of space, time, and energy to communicate meaning through dance)

Effectively demonstrate the processes of reordering and chance

IC1A6-8a Use technology to communicate dance ideas to others (e.g., video your choreography for showing to other classes)

Choreograph a dance inspired by another art form (e.g., use a Matisse cut-out, a Calder mobile, or the architecture of a building as the starting point for a dance)

Create a dance using concepts from multiple arts disciplines (e.g., create a dance in a rondo or Haiku form)

IC1B6-8a Create a dance that represents content from another

			discipline (e.g., show mathematical order of operations – students create shapes that represent operations and choreograph movement that puts them in the proper sequence)
		IC1C6-8a	Choreograph a dance following a poetic format (e.g., choreograph a dance haiku)
			Create and perform a dance based on personal original writing
			Observe or perform a dance and write an essay about the images, ideas, and feelings found in it
DA: Cr1.1.8.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.	AP1A6-8a	Write a description of a dance using appropriate terminology
			Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)
			Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways)
			Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology

2. Organize and develop artistic ideas and work.

DA: Cr2.1.8.a	Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process	CC1A6-8a	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
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for making movement and structural choices.

DA:
Cr2.1.8.b Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

CC2B6-8a

and sections of the dance)

Improvise and present a short dance to peers with a beginning, development and end that communicates an idea, feeling or story

3. Refine and complete artistic work.

DA:
Cr3.1.8.a Revise choreography collaboratively or independently based on artistic criteria, self reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

PP2A6-8a

Tempo

a. Accurately dance to a steady beat and/or variations in tempi (e.g., demonstrate double-time or half-time, accelerating or decelerating)

Rhythm & Patterns

b. Dance to various changes in rhythms, meters, and musical phrasing (e.g., even, uneven, and syncopated rhythms)

c. Dance in relation to complex musical phrases

DA:
Cr3.1.8.b Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

AP1A6-8a

Write a description of a dance using appropriate terminology

Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)

Observe or perform a dance and identify the major movement elements using dance terminology (e.g., observe a ballet video and identify steps and movement pathways)

Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology

4. Select, analyze, and interpret artistic work for presentation.

DA: Pr4.1.8.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 and indirect pathways.	PP2B6-8a	Directions a. Dance in space in a variety of directions with accuracy of spatial design and clarity of facing Pathways a. Dance through space in a variety of pathways performing the spatial design and patterns with accuracy Levels a. Dance on high, middle, and low levels with clear focus, purpose, and transitions Shapes a. Form shapes with one's own body and in relation to others using a variety of spatial directions, pathways, and levels Relationships Dance in a defined spatial relationship to others (e.g., beside, far, near, behind, in front of, toward, away from, around, through and between)
DA: Pr4.1.8.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.	PP2A6-8a	Tempo a. Accurately dance to a steady beat and/or variations in tempi (e.g., demonstrate double-time or half-time, accelerating or decelerating) Rhythm & Patterns b. Dance to various changes in rhythms, meters, and musical phrasing (e.g., even, uneven, and syncopated rhythms) c. Dance in relation to complex musical phrases
DA: Pr4.1.8.c	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.		

5. Develop and refine artistic techniques and work for presentation.

DA:	Embody technical dance skills (for example,	IC1D6-8a	Demonstrate how dance promotes physical fitness
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Pr5.1.8.a	functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.		(e.g., choreograph a routine in a specific style such as hip hop that incorporates stretching and strength building movements) Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn and perform correctly a routine of dance stretches for warm-up)
DA: Pr5.1.8.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.	IC1D6-8a	Demonstrate how dance promotes physical fitness (e.g., choreograph a routine in a specific style such as hip hop that incorporates stretching and strength building movements) Demonstrate how dance promotes physical safety and reduced risk of injury (e.g., learn and perform correctly a routine of dance stretches for warm-up)
DA: Pr5.1.8.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).	CC1C6-8a	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)

6. Convey meaning through the presentation of artistic work. □

DA: Pr6.1.8.a	Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.	PP1C6-8a	Performance Etiquette · Demonstrate a commitment to attend classes and rehearsals in a respectful and cooperative manner Fulfill commitment to perform with the highest artistic quality possible
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DA:
Pr6.1.8.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.

CC2A6-8a Improvise, choreograph, refine, and perform original movements that express personal ideas, experiences, feelings, concepts, or images

Describe how dance communicates or expresses

7. Perceive and analyze artistic work

DA:
Re.7.1.8.a Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

PP2C6-8

Movement Qualities

- a. Demonstrate and describe the qualities and characteristics of movement in a dance form, style, or genre

Dance Qualities

- b. Dance with different qualities or characteristics of movement (e.g., timing, spatial direction, tension, effort, weight, and force)

Stillness

Maintain energy in the body while holding a position or body shape while others are moving

DA:
Re.7.1.8.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.

AP1A6-8a

Write a description of a dance using appropriate terminology

Create a movement sequence in a given style based on dance terminology (e.g., create a movement sequence using swing, contraction and release in the modern dance style)

8. Interpret intent and meaning in artistic work.

DA:
Re8.1.8.a Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

PP1B6-8a

Styles & Genres

- Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)

9. Apply criteria to evaluate artistic work.

DA: Re9.1.8.a	Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	PP1B6-8a	Styles & Genres · Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)
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10. Synthesize and relate knowledge and personal experiences to make art.

DA: Cn10.1.8.a	Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.	PP1B6-8a	Styles & Genres · Demonstrate techniques from a variety of ethnic and concert styles (e.g., ballet, modern dance, jazz, African, or tap dance)
DA: Cn10.1.8.b	Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.	AP1A6-8a	Observe or perform dances from 2 or more genres or styles and describe how they are similar or different using dance terminology

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA: Cn11.1.8.a	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	HC1A6-8a	a. Demonstrate knowledge of an historical period through dance (e.g., choreograph a court dance showing court organization; create Egyptian tomb murals and Greek temple friezes and bring them to life in dance) b. Demonstrate understanding of an historical event by choreographing a dance commemorating that event (e.g., choreograph a dance in honor of the firemen who lost their lives)
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on 9/11)

- c. Create a dance based on research in other disciplines (e.g., choreograph a dance showing states choosing sides before the Civil War, choreograph a dance about a sit-in during the Civil Rights era)

HC1B6-8a

a. Research and present findings about the different cultural backgrounds in one's class including typical dances of those cultures

b. Learn and perform dances from a variety of cultures. Compare their styles and movements using dance terminology (e.g., Greek dances are typically performed in an open circle)

HIGH SCHOOL Proficient DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: Dance

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.I.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.	CC1BMS- HSB	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
DA: Cr1.1.I.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.	CC1AMS- HSB	Discover and explore movement solutions to technical or structural movement problems
2. Organize and develop artistic ideas and work.			
DA: Cr2.1.I,a	Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	CC1CMS- HSB	Demonstrate the ability to work cooperatively with a partner or group of dancers
DA:	Develop an artistic statement for an original dance	CC2BHSB	Use improvisation to create movement for a

Cr2.1.1.b study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

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

- Identify and analyze what the dance communicates, using dance terminology

3. Refine and complete artistic work.

DA:
Cr3.1.1.a Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

PP1CMS-
HSB

Focus and Awareness
Replication, Reflection, Refinement, and Revision
Performance Etiquette

DA:
Cr3.1.1.b Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

4. Select, analyze, and interpret artistic work for presentation.

DA:
Pr4.1.1.a 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.

PP2BMS-
HSB

Directions
Pathways
Levels
Shapes
Personal Space
Relationships

DA: Pr4.1.1.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.	PP1BMS- HSB	Breathing Non-Locomotor/Axial Locomotor Movement Articulation of Movement
		PP3CMS- HSB	Movement Qualities Dance Qualities Stillness
		PP2AMS- HSB	Tempo
DA: Pr4.1.1.c	Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.	PP2BMS- HSB	Directions Pathways Levels Shapes Personal Space Relationships
		PP3CMS- HSB	Movement Qualities Dance Qualities Stillness

5. Develop and refine artistic techniques and work for presentation.

DA: Pr5.1.1.a	Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	PP1AMS- HSB	Anatomy Body Organization Body Skills
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DA:
Pr5.1.1.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.

IC1DHSB 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)
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)

DA:
Pr5.1.1.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.

CC1CHSB 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)

6. Convey meaning through the presentation of artistic work. □

DA:
Pr6.1.1.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and

CC1CHSB 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)

PP1CHSB Focus and Awareness

performance process and evaluate methods and strategies using dance terminology and production terminology.

- 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

Replication, Reflection, Refinement, and Revision

- 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

Performance Etiquette

- 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

IC1DaHSB Perform at all required performances

- a. Use movement to express images, ideas, and feelings found in literature

DA: Evaluate possible designs for the production

IC1BHSB

- a. Choreograph a dance inspired

Pr6.1.1.b elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

by another art form (e.g., choreograph a dance to a style of music that is new to you)

Discover ways to use technology with dance (e.g., video your choreography for critiques by others)

7. Perceive and analyze artistic work

DA:
Re.7.1.1.a Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

CC1BHSB

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

Observe and respond through improvisation to the movement of others

Observe and perform dance movements and describe how they are similar or different using dance terminology

AP1AHSB

DA:
Re.7.1.1.b Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre specific dance terminology.

AP1AHSB

Observe and perform dance movements and describe how they are similar or different using dance terminology

HC2BHSB

a. Share a dance form from one's cultural heritage or environment

b. Observe and perform dances from a variety of cultures (e.g., *hasapikos*, Ghanaian high life, salsa, hip hop)

c. Identify the cultural origins of various dances

Demonstrate social skills and etiquette appropriate to a particular dance (e.g., asking a partner to dance)

8. Interpret intent and meaning in artistic work.

DA:
Re8.1.I.a Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

HC1AHSB

- 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)

AP1AHSB

Observe and perform dance movements and describe how they are similar or different using dance terminology

9. Apply criteria to evaluate artistic work.

DA:
Re9.1.I.a Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

IC1AHSB

- 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

10. Synthesize and relate knowledge and personal experiences to make art.

DA: Analyze a dance to determine the ideas expressed

IC1BHSB

- a. Choreograph a dance inspired by another

Cn10.1.1.a by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

art form (e.g., choreograph a dance to a style of music that is new to you)
Discover ways to use technology with dance (e.g., video your choreography for critiques by others)

DA:
Cn10.1.1.b Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

IC1CHSB

- 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)

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA:
Cn11.1.1.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.

HC1AHSB

- 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)

HC1AHSB

- a. Share a dance form from one's cultural heritage or environment
- b. Observe and perform dances from a variety of cultures (e.g., *hasapikos*, Ghanaian high

life, salsa, hip hop)
 c. Identify the cultural origins of various dances
 Demonstrate social skills and etiquette appropriate to a particular dance (e.g., asking a partner to dance)

HIGH SCHOOL Accomplished DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: Dance

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.II.a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.	CC1AHSI	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)
DA: Cr1.1.II.b	Apply personal movement preferences and strengths with 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.	CC2AHSI	a. Improvise, choreograph, refine, and perform a dance that expresses personal ideas, experiences, feelings, concepts, or images Choreograph a dance inspired by a specific

dance style

PP1BHSI

Styles and Genres

a. Demonstrate at least two different styles or genres of dance movements and movement vocabulary of each

Sequencing

Learn and perform a three to five minute dance and repeat it accurately from memory

2. Organize and develop artistic ideas and work.

DA:
Cr2.1.II.a Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.

CC1CHSI

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)

DA:
Cr2.1.II.b Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

3. Refine and complete artistic work.

DA:
Cr3.1.II.a Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.

CC2AHSI

a. Improvise, choreograph, refine, and perform a dance that expresses personal ideas, experiences, feelings, concepts, or images

Choreograph a dance inspired by a specific dance style

DA:
Cr3.1.II.b Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

AP1AHSI

Observe or perform two dances and use dance terminology to describe the choreographic elements that are unique to each dance

IC1CHSI

- 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)

4. Select, analyze, and interpret artistic work for presentation.

DA:
Pr4.1.II.a Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.

CC1AHSI

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)

DA:
Pr4.1.II.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.”

PP2AHSI

Tempo

- a. Dance with a steady beat in a variety of tempi Demonstrate the ability to “double-time” or “half-time”

DA:
Pr4.1.II.c Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the

PP3CHSI

Movement Qualities

- a. Show and tell about how the movement

length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.

qualities of dance is similar to and different from other types of everyday movement (e.g., brushing your teeth, sports, or pantomime)

Dance Qualities

b. Perform specific dance movements with different characteristics of movement (e.g., *plie* and *releve* 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

Stillness

d. Maintain kinetic energy while holding a shape

5. Develop and refine artistic techniques and work for presentation.

DA: Dance with sensibility toward other dancers while
Pr5.1.II.a executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

PP2BHSI

Directions

a. Dance through space in a variety of directions using accurate spatial patterns and clear facings

Pathways

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

Levels

- 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)

Shapes

- e. Create shapes and designs with one's body and/or in relationship with others using a variety of spatial directions, pathways, and levels

Personal Space

- f. Maintain awareness of one's personal space and that of others in relation to the dance space

Relationships

- g. Dance with a group in a clearly planned spatial design or pattern in relation to other dancers

DA: Pr5.1.II.b Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life. IC1DHSI

- 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)

DA:
Pr5.1.II.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.

6. Convey meaning through the presentation of artistic work. □

DA:
Pr6.1.II.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

CC1CHSI

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)

PP1CHSI

Focus and Awareness

- 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)

Replication, Reflection, Refinement, and Revision

- d. Repeat, reflect, and refine movement, dance phrases, and patterns to increase performance accuracy
- e. Revise movement through re-analysis, discussion, and practice

Performance Etiquette

- 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

DA:
Pr6.1.II.b Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.

CC1CHSI 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)

CC2BHSI Develop three movement motifs and use them to choreograph a two-minute dance on a specific theme and perform for peers

- Identify what the dance communicates or expresses and explain how your major movement choices communicate the idea, feeling,

or story

7. Perceive and analyze artistic work

DA:
Re.7.1.II.a Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.

PP2AHSI

Tempo

a. Dance with a steady beat in a variety of tempi Demonstrate the ability to “double-time” or “half-time”

Rhythm and Patterns

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

Musical Phrasing

d. Demonstrate the ability to phrase movement musically and dance in relation to music

DA:
Re.7.1.II.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.

HC1AHSI

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

8. Interpret intent and meaning in artistic work.

DA: Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.
Re8.1.II.a

AP1AHSI

Observe or perform two dances and use dance terminology to describe the choreographic elements that are unique to each dance

HC2BHSI

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)
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 *hora*?)

9. Apply criteria to evaluate artistic work.

DA: Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.
Re9.1.II.a

AP1AHSI

Observe or perform two dances and use dance terminology to describe the choreographic elements that are unique to each dance

HC2BHSI

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)

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 *hora*?)

10. Synthesize and relate knowledge and personal experiences to make art.

DA: 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.

IC1BHSB

- 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)
- Design a costume and create choreography inspired by it

DA: Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.

IC1CHSB

- 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)

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA: Analyze dances from several genres or styles, historical time periods, and/or world dance forms.

HC1AHSB

- a. Learn and perform dances from other historical periods. Compare their styles and movements

Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.

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)

Construct a series of dance sequences that use movements from selected historical periods

HIGH SCHOOL Advanced DANCE

Missouri Learning Standards: Grade-Level Expectations for Dance

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

Missouri Grade Level Expectations: Dance

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
1. Generate and conceptualize artistic ideas and work.			
DA: Cr1.1.III.a	Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.	CC1AHSA	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)
DA: Cr1.1.III.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.	CC2AHSA	a. Improvise, choreograph, refine, and perform a dance based on experiences, feelings, concepts, or images that have personal meaning or social significance Improvise, choreograph, refine, and perform a dance based on an abstract concept
		CC2BHSA	Working with others, choreograph and present a three-minute dance that communicates a perspective about a personal or social issue. · 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

2. Organize and develop artistic ideas and work.

DA:
Cr2.1.III.a Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.

CC1BHSA 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

DA:
Cr2.1.III.b Construct an artistic statement that communicates a personal, cultural and artistic perspective.

CC1AHSA 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)

3. Refine and complete artistic work.

DA: Clarify the artistic intent of a dance by

CC1CHSA Demonstrate the ability to contribute

Cr3.1.III.a manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

AP1AHSA

constructively to a duet or group dance and both leader and follower and constructively apply suggestions to rework, refine, and revise choreography based on discussion and reflection

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)

DA:
Cr3.1.III.b Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

4. Select, analyze, and interpret artistic work for presentation.

DA:
Pr4.1.III.a Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

DA:
Pr4.1.III.b Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and

against rhythm of accompaniment or sound environments.

DA:
Pr4.1.III.c Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

5. Develop and refine artistic techniques and work for presentation.

DA: Pr5.1.III.a	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.	IC1BHSA	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
DA: Pr5.1.III.b	Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.	IC1DHSA	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)
DA: Pr5.1.III.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.

6. Convey meaning through the presentation of artistic work. □

DA:
Pr6.1.III.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, 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, headshot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.

DA:
Pr6.1.III.b Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

IC1BHSA 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 choreograph

7. Perceive and analyze artistic work

DA:
Re.7.1.III.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.

IC1AHSA 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

DA:
Re.7.1.III.b Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.

PP1BHSA Styles and Genres
e. Understand and demonstrate movement vocabulary appropriate to a variety of dance styles, forms, or genres
Sequencing
f. Remember and perform several dances, totaling 10 minutes

HC2BHSA
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

8. Interpret intent and meaning in artistic work.

DA:
Re8.1.III.a Analyze and interpret how the elements of dance, execution of dance movement

AP1AHSA Critically analyze and assess dance that is observed or performed using dance

principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

terminology (e.g., use dance terminology in an essay describing how a choreographer used dance elements to create the structure of the dance)

PP1BHSA

Styles and Genres

e. Understand and demonstrate movement vocabulary appropriate to a variety of dance styles, forms, or genres

Sequencing

f. Remember and perform several dances, totaling 10 minutes

9. Apply criteria to evaluate artistic work.

DA:
Re9.1.III.a

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

AP1AHSA

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)

a. Design a visual presentation including movement that synthesizes what you have learned about dance movement from two historical periods

HC1AHSA

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)

10. Synthesize and relate knowledge and personal experiences to make art.

DA:
Cn10.1.III.a Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.

DA:
Cn10.1.III.b Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA:
Cn11.1.III.a Analyze 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, and how the analysis has expanded one's dance literacy.

HC1AHSB 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)