

# Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through a creative process, students use their knowledge and skills flexibly to develop original style and vision as a dancer.

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<p><b>1</b></p> <p><b>Demonstrate creative thinking by employing originality, flexibility, and imagination when developing movement sequences.</b></p>	<p>K.1</p> <p>The student will explore how movement communicates meaning.</p>	<p>1.1</p> <p>The student will improvise movement in response to a variety of prompts.</p>	<p>2.1</p> <p>The student will improvise movement in response to a variety of stimuli.</p>	<p>3.1</p> <p>The student will improvise movement sequences that have a beginning, middle, and end.</p>	<p>4.1</p> <p>The student will improvise sequences that have a beginning, middle, and end in response to a variety of prompts.</p>	<p>5.1</p> <p>The student will create a movement sequence that demonstrates creative thinking.</p>
<p><b>2</b></p> <p><b>Understand and apply creative processes for developing original voice and vision as a dancer.</b></p>	<p>K.2</p> <p>The student will ask questions about dance arts.</p>	<p>1.2</p> <p>The student will generate ideas and collaborate to expand ideas to solve dance challenges.</p>	<p>2.2</p> <p>The student will collaborate to develop ideas for group or individual performance.</p>	<p>3.2</p> <p>The student will revise dance works based on peer and teacher feedback.</p>	<p>4.2</p> <p>The student will identify and discuss components of creative processes for dance.</p>	<p>5.2</p> <p>The student will explain the role of the creative process in developing a movement sequence.</p>

## Critical Thinking and Communication

Critical thinking and communication skills for dance include observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will objectively evaluate dance works by analyzing the creative elements and the dance productions as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work. Students examine and articulate their opinions, preferences, and beliefs regarding dance arts, and recognize the value of learning about the variety of responses of others.

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<p><b>3</b></p> <p><b>Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.</b></p>	<p>K.3</p> <p>The student will describe dance performances using appropriate dance vocabulary.</p>	<p>1.3</p> <p>The student will describe similarities and differences in dance works using dance terms.</p>	<p>2.3</p> <p>The student will compare and contrast elements of dance in dance works using dance terms.</p>	<p>3.3</p> <p>The student will describe ways that elements of dance communicate meaning in dance works.</p>	<p>4.3</p> <p>The student will explain how elements of dance communicate meaning in dance works.</p>	<p>5.3</p> <p>The student will evaluate a performance using appropriate dance terms.</p>
<p><b>4</b></p> <p><b>Articulate personal responses to dance and understand the value of learning about the diverse responses of others.</b></p>	<p>K.4</p> <p>The student will describe personal connections to and interests in dance.</p>	<p>1.4</p> <p>The student will describe personal reactions or responses to dance works.</p>	<p>2.4</p> <p>The student will identify and discuss a variety of responses to dance works.</p>	<p>3.4</p> <p>The student will explain personal responses to dance works.</p>	<p>4.4</p> <p>The student will examine how personal beliefs and experiences influence responses to dance works.</p>	<p>5.4</p> <p>The student will explain personal preferences for dance works.</p>

<p><b>5</b></p> <p><b>Identify and apply collaboration and communication skills for rehearsal, performance, and production of dance works.</b></p>	<p>K.5</p> <p>The student will recognize that dance is an art form that consists of individuals working both in groups and individually.</p>	<p>1.5</p> <p>The student will identify and apply skills needed to collaborate in dance activities and performances, including performer and audience etiquette.</p>	<p>2.5</p> <p>The student will identify and apply appropriate audience etiquette for a variety of dance settings.</p>	<p>3.5</p> <p>The student will identify and demonstrate active listening in dance activities and performances.</p>	<p>4.5</p> <p>The student will identify and apply skills needed to effectively work in small groups and with a partner in rehearsal and performance.</p>	<p>5.5</p> <p>The student will demonstrate and explain the use of active listening and appropriate dance etiquette in dance activities.</p>
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# History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for dance from the perspective of many time periods, people, and places. Students recognize ways that dance arts are integral to communities and cultures. Students identify and interact with dance as a community member and citizen, developing a lifelong engagement with dance as a supporter, advocate, performer, and informed viewer. Students identify and apply ethical and legal considerations for engaging with dance resources and source materials responsibly.

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<p><b>6</b></p> <p><b>Demonstrate understanding of cultural and historical influences of dance arts.</b></p>	<p>K.6</p> <p>The student will respond to dance works from a variety of time periods, places, and people.</p>	<p>1.6</p> <p>The student will identify and respond to dance works from a variety of time periods, places, and people.</p>	<p>2.6</p> <p>The student will identify ways that dance is part of customs and traditions of various cultures.</p>	<p>3.6</p> <p>The student will explore how dance is influenced by history and culture.</p>	<p>4.6</p> <p>The student will compare and contrast dance works from a variety of historical periods.</p>	<p>5.6</p> <p>The student will identify cultural influences on dance works.</p>
<p><b>7</b></p> <p><b>Nurture a lifelong engagement with dance as a performer, supporter, advocate, and informed viewer.</b></p>	<p>K.7</p> <p>The student will identify a variety of reasons why people dance.</p>	<p>1.7</p> <p>The student will identify and describe reasons why people create, view, and participate in dance.</p>	<p>2.7</p> <p>The student will identify dance experiences in the community and Commonwealth.</p>	<p>3.7</p> <p>The student will describe reasons that dance has value to individuals and communities.</p>	<p>4.7</p> <p>The student will examine and explain how dance has value in one’s own community.</p>	<p>5.7</p> <p>The student will explain ways that dance artists contribute to society and communities.</p>

<p><b>8</b></p> <p><b>Identify and understand ethical and legal considerations for engaging with and using dance resources and source materials.</b></p>	<p>K.8</p> <p>The student will identify information about dance from provided resources.</p>	<p>1.8</p> <p>The student will explore appropriate sources for viewing dance works.</p>	<p>2.8</p> <p>The student will explore sources for dance research.</p>	<p>3.8</p> <p>The student will discuss appropriate use of the Internet for inquiry and exploration of dance topics.</p>	<p>4.8</p> <p>The student will describe and practice citing original sources in dance research and activities.</p>	<p>5.8</p> <p>The student will define intellectual property as it relates to dance.</p>
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## Innovation in the Arts

Students understand and explore opportunities to connect dance arts content, processes, interests, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on dance arts processes and works, and develop problem-solving skills by cultivating connections between fields of knowledge.

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<p><b>9</b></p> <p><b>Connect dance arts content, skills, and processes to career options, college opportunities, and the 21st Century workplace.</b></p>	<p>K.9</p> <p>The student will recognize dance as an art form and profession.</p>	<p>1.9</p> <p>The student will identify and discuss careers in dance.</p>	<p>2.9</p> <p>The student will identify careers and professional skills in dance including but not limited to dancers, choreographers, and teaching artists.</p>	<p>3.9</p> <p>The student will investigate a variety of dance careers.</p>	<p>4.9</p> <p>The student will identify skills learned in dance that connect to a variety of career options.</p>	<p>5.9</p> <p>The student will identify local dance organizations, career opportunities, and training programs.</p>
<p><b>10</b></p> <p><b>Understand and explore the impact of current and emerging technologies on dance arts.</b></p>	<p>K.10</p> <p>The student will recognize ways that technology is used in dance.</p>	<p>1.10</p> <p>The student will identify and describe how technology is used in dance performances.</p>	<p>2.10</p> <p>The student will explore technology used in dance.</p>	<p>3.10</p> <p>The student will investigate and explain how technology and media are used in dance performance and production.</p>	<p>4.10</p> <p>The student will explore innovative ways to use current and emerging technologies in dance performance and production.</p>	<p>5.10</p> <p>The student will investigate ways that technology influences how dance experiences are shared.</p>

<p><b>11</b></p> <p><b>Cultivate authentic connections between dance skills, content, and processes with other fields of knowledge to develop problem-solving skills.</b></p>	<p>K.11</p> <p>The student will recognize connections between music, theatre, and visual arts in dance experiences.</p>	<p>1.11</p> <p>The student will describe and explore connections between music, theatre, and visual arts with dance experiences.</p>	<p>2.11</p> <p>The student will identify skills and concepts learned in dance that relate to concepts learned in other content areas.</p>	<p>3.11</p> <p>The student will explain how dance incorporates skills and concepts learned in other content areas.</p>	<p>4.11</p> <p>The student will explore how dance skills can be used in the development of solutions to real-world problems.</p>	<p>5.11</p> <p>The student will explore authentic opportunities for using dance skills to develop solutions to a real-world problem.</p>
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# Technique and Application

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production.

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<p><b>12</b></p> <p><b>Explore concepts of the element of dance: Body.</b></p>	<p>K.12</p> <p>The student will recognize and apply skills and concepts of body in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Parts of the body.</li> <li>b) Using body positions to create shapes.</li> </ul>	<p>1.12</p> <p>The student will identify skills and concepts of body in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Parts of the body.</li> <li>b) The use of the body to create shapes.</li> </ul>	<p>2.12</p> <p>The student will describe skills and concepts of body in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Parts of the body.</li> <li>b) The use of the body to create shapes.</li> </ul>	<p>3.12</p> <p>The student will explore and apply skills and concepts of body in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Parts of the body.</li> <li>b) The use of the body to create shapes.</li> <li>c) Body systems.</li> </ul>	<p>4.12</p> <p>The student will explain and apply skills and concepts of body in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Parts of the body.</li> <li>b) The use of the body to create shapes.</li> <li>c) Body systems.</li> <li>d) Body patterns.</li> </ul>	<p>5.12</p> <p>The student will evaluate skills and concepts of body in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Parts of the body.</li> <li>b) The use of the body to create shapes.</li> <li>c) Body systems.</li> <li>d) Body patterns.</li> <li>e) Body initiation points.</li> </ul>



<p><b>13</b></p> <p><b>Explore concepts of the element of dance: Action.</b></p>	<p>K.13</p> <p>The student will recognize locomotor and non-locomotor movements.</p>	<p>1.13</p> <p>The student will identify skills and concepts of action in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Locomotor movements.</li> <li>b) Non-locomotor movements.</li> </ul>	<p>2.13</p> <p>The student will describe skills and concepts of action in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Locomotor movements.</li> <li>b) Non-locomotor movements.</li> </ul>	<p>3.13</p> <p>The student will explore and apply skills and concepts of action in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Locomotor movements.</li> <li>b) Non-locomotor movements.</li> </ul>	<p>4.13</p> <p>The student will explain and apply skills and concepts of action in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Locomotor movements.</li> <li>b) Non-locomotor movements.</li> </ul>	<p>5.13</p> <p>The student will evaluate skills and concepts of action in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Locomotor movements.</li> <li>b) Non-locomotor movements.</li> </ul>
<p><b>14</b></p> <p><b>Explore concepts of the element of dance: Space.</b></p>	<p>K.14</p> <p>The student will recognize personal and general space.</p>	<p>1.14</p> <p>The student will identify skills and concepts of space in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Personal space.</li> <li>b) General space.</li> <li>c) Size.</li> <li>d) Levels.</li> </ul>	<p>2.14</p> <p>The student will describe skills and concepts of space in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Personal space.</li> <li>b) General space.</li> <li>c) Size.</li> <li>d) Levels.</li> <li>e) Stage directions/place.</li> </ul>	<p>3.14</p> <p>The student will explore and apply skills and concepts of space in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Personal space.</li> <li>b) General space.</li> <li>c) Size.</li> <li>d) Levels.</li> <li>e) Stage directions/place.</li> <li>f) Pathways.</li> <li>g) Directions.</li> </ul>	<p>4.14</p> <p>The student will explain and apply skills and concepts of space in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Personal space.</li> <li>b) General space.</li> <li>c) Negative space.</li> <li>d) Size.</li> <li>e) Levels.</li> <li>f) Stage directions/place.</li> <li>g) Pathways.</li> <li>h) Directions.</li> </ul>	<p>5.14</p> <p>The student will evaluate skills and concepts of space in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Personal space.</li> <li>b) General space.</li> <li>c) Negative space.</li> <li>d) Size.</li> <li>e) Levels.</li> <li>f) Stage directions/place.</li> <li>g) Pathways.</li> <li>h) Directions.</li> <li>i) Orientations/facings.</li> <li>j) Relationships.</li> </ul>

<p><b>15</b></p> <p><b>Explore concepts of the element of dance: Time.</b></p>	<p>K.15</p> <p>The student will recognize a variety of rhythms and tempos in dance.</p>	<p>1.15</p> <p>The student will identify skills and concepts of time in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Tempos.</li> <li>b) Rhythms.</li> </ul>	<p>2.15</p> <p>The student will describe skills and concepts of time in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Tempos.</li> <li>b) Rhythms.</li> </ul>	<p>3.15</p> <p>The student will explore and apply skills and concepts of time in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Tempos.</li> <li>b) Rhythms.</li> <li>c) Timing relationships (e.g., before, after, unison).</li> </ul>	<p>4.15</p> <p>The student will describe skills and concepts of time in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Tempos.</li> <li>b) Rhythms.</li> <li>c) Timing relationships (e.g., before, after, unison).</li> </ul>	<p>5.15</p> <p>The student will evaluate skills and concepts of time in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Tempos.</li> <li>b) Rhythms.</li> <li>c) Timing relationships (e.g., before, after, unison).</li> </ul>
<p><b>16</b></p> <p><b>Explore concepts of the element of dance: Energy.</b></p>	<p>K.16</p> <p>The student will recognize skills and concepts of energy in dance.</p>	<p>1.16</p> <p>The student will identify skills and concepts of energy in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Movement flow.</li> <li>b) Weight.</li> </ul>	<p>2.16</p> <p>The student will describe skills and concepts of energy in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Movement flow.</li> <li>b) Weight.</li> </ul>	<p>3.16</p> <p>The student will describe skills and concepts of energy in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Movement flow.</li> <li>b) Weight.</li> <li>c) Quality.</li> </ul>	<p>4.16</p> <p>The student will describe skills and concepts of energy in dance activities and performance.</p> <ul style="list-style-type: none"> <li>a) Movement flow.</li> <li>b) Weight.</li> <li>c) Quality.</li> </ul>	<p>5.16</p> <p>The student will evaluate skills and concepts of energy in dance activities and performance, including:</p> <ul style="list-style-type: none"> <li>a) Movement flow.</li> <li>b) Weight.</li> <li>c) Quality.</li> </ul>
<p><b>17</b></p> <p><b>Apply best practices for safety and injury prevention.</b></p>	<p>K.17</p> <p>The student will identify safety procedures in dance spaces.</p>	<p>1.17</p> <p>The student will describe why safety procedures are necessary for dance activities and performances.</p>	<p>2.17</p> <p>The student will identify safety procedures for dance rehearsal and performance.</p>	<p>3.17</p> <p>The student will explain safety procedures in dance rehearsal and performance.</p>	<p>4.17</p> <p>The student will explain safety procedures in dance rehearsal and performance.</p>	<p>5.17</p> <p>The student will apply safety procedures in dance spaces.</p>

<p><b>18</b></p> <p><b>Experience diverse movements and styles of dance.</b></p>	<p>K.18</p> <p>The student will recognize styles of dance.</p>	<p>1.18</p> <p>The student will recognize and explore styles of dance including but not limited to ballet, jazz, and tap.</p>	<p>2.18</p> <p>The student will explore and practice styles of dance including but not limited to ballet, jazz, hip hop, tap, and world dances.</p>	<p>3.18</p> <p>The student will identify areas of the stage and compare and contrast the use of space in a variety of dance styles.</p>	<p>4.18</p> <p>The student will explore dance actions and choices in various dance styles.</p>	<p>5.18</p> <p>The student will demonstrate stylistic actions and choices in the creation and performance of movement phrases in various spaces.</p>
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