

IDAHO HUMANITIES CONTENT STANDARDS

DANCE

Standard 1: Historical and Cultural Contexts

Goals:	K-3	4-5	6-8	9-12
Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.	K-3.D.1.1.1 Identify and perform dances associated with particular places and events.	4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., ballet, jazz).	6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance).	9-12.D.1.1.1 Choreograph and perform a dance that illustrates a significant historical event, culture, or concept.
	K-3.D.1.1.2 Discuss common subjects, ideas, and themes in dances from different cultures.	4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society.	6-8.D.1.1.2 Explain the influence of historical events or culture on the development of a dance form.	9-12.D.1.1.2 Discuss how dance has a history, purpose, and function in cultures.
Goal 1.2: Demonstrate interrelationships among visual and performing arts disciplines.	K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods.	4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a dance phrase based on a poem, a piece of music, or from a costume).	6-8.D.1.2.1 Compare ballet and modern dance, and find music that is appropriate for each form of dance.	9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.
	K-3.D.1.2.2 Identify common ideas found in other art forms and explore them through movement (e.g., students identify the idea of sadness and improvise the idea through movement using “sad” music).	4-5.D.1.2.2 Identify common themes or ideas found in other art forms and communicate them through movement.	6-8.D.1.2.2 Create a set, costumes, or props for a dance.	9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Goals	K-3	4-5	6-8	9-12
Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.	K-3.D.2.1.1 Talk about dance as a means of communicating emotions (happy, sad, angry).	4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning.	6-8.D.2.1.1 Identify criteria for evaluating how well a dance performance conveys meaning.	9-12.D.2.1.1 Write a critique of a dance performance, examining how dance creates and communicates meaning.
	K-3.D.2.1.2 Develop dance vocabulary when discussing dance.	4-5.D.2.1.2 Develop and apply dance vocabulary when discussing dance.	6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance.	9-12.D.2.1.2 Develop and use dance vocabulary to discuss a variety of dance disciplines.
	K-3.D.2.1.3 Show through movement how the human body is used to express or communicate an action, idea, or experience.	4-5.D.2.1.3 Change one section of a dance and discuss how it affects the meaning of the dance.	6-8.D.2.1.3 Experiment with how different artistic choices can change the meaning of a dance.	9-12.D.2.1.3 Discuss the aesthetics of dance.
Goal 2.2: Formulate and express opinions about dance performances.	K-3.D.2.2.1 Voice personal preferences about dances within a classroom or other setting.	4-5.D.2.2.1 Observe a dance performance, discuss its meaning, and voice a personal response to it.	6-8.D.2.2.1 Discuss how various dance disciplines express different ideas, and voice a preference for one style.	9-12.D.2.2.1 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, costumes, lighting, choreography, or other aspects of a dance.
	K-3.D.2.2.2 Show how dance elicits various interpretations.	4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.	6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.	9-12.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

Standard 3: Performance

Goals:	K-3	4-5	6-8	9-12
Goal 3.1: Identify and practice concepts essential to dance.	K-3.D.3.1.1 Identify and practice different movement qualities (e.g., rise, fall).	4-5.D.3.1.1 Identify and practice transfer of weight, elevation, turning, and falling at varying speeds.	6-8.D.3.1.1 Practice correct strengthening and stretching sequences.	9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres.
	K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds.	4-5.D.3.1.2 Memorize set patterns of movement.	6-8.D.3.1.2. Practice maintaining both stationary and moving alignment, balance, and control.	9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
	K-3.D.3.1.3 Demonstrate dance phrases, following a specific floor pattern.	4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies.	6-8.D.3.1.3 Practice warming up, stretching, and strengthening body parts.	9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.
Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.	K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns.	4-5.D.3.2.1 Perform dances from at least two different dance disciplines (jazz, ballet, modern, tap, folk).	6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases.	9-12.D.3.2.1 Perform a dance using contrast in energy and tempo.
	K-3.D.3.2.2 Move as an individual and as part of a group without talking.	4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement.	6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and saggital).	9-12.D.3.2.2 Illustrate the characteristics of a particular dance discipline through a performance that incorporates several skills.
	K-3.D.3.2.3 Move at various tempos.	4-5.D.3.2.3 Create and follow a floor pattern.	6-8.D.3.2.3 Create and follow a floor pattern.	9-12.D.3.2.3 Create a dance, incorporating characteristics of a particular dance discipline.
			6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance.	9-12.D.3.2.4 Select and/or make costumes that support the intent of a dance.

<p>Goal 3.3: Communicate in dance through creative expression.</p>	<p>K-3.D.3.3.1 Create movement based on a theme (e.g., improvise on the topic of the solar system).</p>	<p>4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, using stage directions.</p>	<p>6-8.D.3.3.1 Perform short dance works of two different dance disciplines.</p>	<p>9-12.D.3.3.1 Choreograph a dance based on a theme.</p>
	<p>K-3.D.3.3.2 Create a dance phrase with a beginning, middle, and end.</p>	<p>4-5.D.3.3.2 Analyze a movement problem (e.g., move to the floor from standing without using your hands) with a partner or a group, and create a solution.</p>	<p>6-8.D.3.3.2 Choreograph a duet.</p>	<p>9-12.D.3.3.2 Choreograph a dance for a duet or a small ensemble.</p>
	<p>K-3.D.3.3.3 Communicate an idea through movement.</p>	<p>4-5.D.3.3.3 Develop and communicate new ideas through movement.</p>	<p>6-8.D.3.3.3 Create a round or canon for a group of dancers to perform.</p>	<p>9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).</p>
	<p>K-3.D.3.3.4 Learn and perform a simple dance, following the cues of a leader.</p>	<p>4-5.D.3.3.4 Learn and perform a simple dance, expressing its mood.</p>	<p>6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning.</p>	<p>9-12.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning and mood.</p>
	<p>K-3.D.3.3.5 Create a dance phrase, working productively with others.</p>	<p>4-5.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.</p>	<p>6-8.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.</p>	<p>9-12.D.3.3.5 Create choreography, articulating reasons for artistic decisions.</p>