



San Diego City Schools – Visual and Performing Arts Department
California State Content Standards – Dance
Core Learnings – Dance – Grades 3 – 5

1.0 Artistic Perception			
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance			
<i>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</i>			
	3 rd Grade	4 th Grade	5 th Grade
1.1	<p>Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</p> <ul style="list-style-type: none"> Execute one traveling (locomotor) movement (skip, hop, walk, etc.) using three different ways of moving the whole body through general space (pathways of zigzag, curved, and straight lines). Combine a variety of stationary (axial) and locomotor movements into movement sequences using three different pathways. 	<p>Demonstrate mental concentration and physical control in performing dance skills.</p> <ul style="list-style-type: none"> Memorize and perform a short dance combination that includes changes in level, direction, speed and/or dynamics from beginning to end with appropriate body control, behavior and focus. 	<p>Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p> <ul style="list-style-type: none"> Identify and use focus for intent (e.g., eyes and body fixed on or toward a stationary or moving, real or imaginary object in space). Demonstrate improved body control while changing focus during locomotor movement. Demonstrate proper body alignment and placement (e.g., feet, knees, hips, stomach, ribs, chest, shoulders, head). Maintain balance while changing center of gravity while turning (360 degrees) and changing direction. Demonstrate coordination while performing locomotor and axial movement when changing direction, levels and speed.
1.2	<p>Demonstrate the ability to start, change, and stop movement.</p> <ul style="list-style-type: none"> Discuss the effect dance elements (time, space, energy/force, shape) and their intensities have on body control. Initiate a locomotor and/or axial movement, change one of the elements and discontinue the movement in a controlled manner. 	<p>Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.</p> <ul style="list-style-type: none"> Describe how one movement phrase connects to another with flow like a complex sentence is bridged with the word “and.” Discuss the difference between smooth and abrupt transitions. Transform an abrupt transition into a smooth one. Perform at least two connected phrases with focus and without hesitation. 	<p>Name and use a wide variety of movements (e.g. isolations/whole body).</p> <ul style="list-style-type: none"> Identify and perform movements unique to each part of the body (isolation). Identify and perform refined isolation movement of the ribs and hips. Combine and perform axial and locomotor movements simultaneously with isolations (e.g., walk and/or turn doing a variety of head or shoulder movement).

<p>1.3</p>	<p>Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p> <ul style="list-style-type: none"> • Manipulate locomotor and/or axial movement sequences by changing the force and energy (e.g., heavy to light, etc.). • Transform verbs and adverbs into unique movement ideas depicting the use of energy/force (run in slow motion, dive smoothly, wiggle briskly, etc.). • Combine movement ideas into a short movement phrases. 	<p>Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).</p> <ul style="list-style-type: none"> • Use dance elements with a strong focus and clear intent. • Vary different parts of a steady beat by accentuating musical pulse and rhythms through punctuated or emphasized movements or gestures. • Combine elements of time (pause, sustain, syncopate, steady beat, and freeze) in a variety of combinations. • Demonstrate increased balance and body control through manipulation of energy and speed of axial and locomotor movement combinations. • Discuss the difference in body energy and effort between weak and strong movement, recognizing that sometimes it takes just as much energy to control weak movement as strong (e.g., fall to the floor in a controlled collapse without injury). 	<p>Demonstrate a great dynamic range in movement utilizing space, time, and force/energy concepts.</p> <ul style="list-style-type: none"> • Demonstrate ability to perform a combination that utilizes a variety of extreme opposing dynamics, including force/energy, speeds, space, shapes, and rhythms (e.g., sharp and extended upper body movement while jumping followed by a smooth swooping turn).
<p>1.4</p>	<p>Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).</p> <ul style="list-style-type: none"> • Identify shapes, levels, pathway, direction, use of personal and general space (spatial concepts), and tempo, rhythm and speed (time) in movement sequences. • Manipulate movement sequences by combining and changing spatial and time elements in personal and general space. 	<p>Explain the principles of variety, contrast, and unity and apply to a dance sequence.</p> <ul style="list-style-type: none"> • Identify and discuss how the movements in a dance sequence relate and are connected to each other (unity). • Manipulate a dance phrase creating variety by subtly shifting its energy, direction, level, speed, or emotion (variety). • Manipulate a dance phrase, making radical shifts in energy, direction, level, speed, or emotion (contrast). 	<p>Incorporate the principles of variety, contrast, and unity with dance studies.</p> <ul style="list-style-type: none"> • Identify a short work of combined dance phrases that explore an idea or concept (dance study). • Modify a dance study (using the dance elements), by changing the quality of movement in a variety of ways: oppositional, connected, similar and related, etc.

1.5	Describe dance elements used in personal work and that of others. <ul style="list-style-type: none"> Identify and discuss the existence of dance elements (time, space, energy/force, shape) in their own dance sequences. Identify and discuss the existence of dance elements within several different dance styles (ballet, tap, folk, etc.) and in the work of peers or other dancers. 	Describe a specific movement, using appropriate dance vocabulary. <ul style="list-style-type: none"> Describe a singularly executed dance movement in detail using at least one dance vocabulary term from each of the four elements of dance (e.g., high, quick leaps with sharp angular arms that move around the floor in a zigzag). 	Use appropriate dance vocabulary to describe dances. <ul style="list-style-type: none"> Analyze and describe a dance study using the elements (time, space, force/energy, shape) and principles of dance (unity, variety and contrast).
1.6		Identify, define, and use <i>phrasing</i> in dances learned or observed. <ul style="list-style-type: none"> Identify phrase as the simplest, shortest form of dance with a beginning, middle and an end. Identify dance phrases within a dance sequence noting high and low points. Describe the difference between a string of dance steps (a movement combination) and the meaning or intent and emotional impact of the movement combination (phrase). 	
2.0 Creative Expression Creating, Performing, and Participating in Dance <i>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</i>			
	3 rd Grade	4 th Grade	5 th Grade
2.1	Create and perform complex improvised movement patterns, dance sequences, and studies. <ul style="list-style-type: none"> Improvise a short movement sequence or pattern combining three locomotor and three axial movements, and apply two of the dance elements. 	Create, develop, and memorize set movement patterns and sequences. <ul style="list-style-type: none"> Create and memorize movement patterns applying a combination of the four dance elements (time, space, energy/force, and shape). Organize at least three movement sequences into a short dance study. Create an overlapping of repeated movement (round) at varying degrees of intensity, speed, or level. 	Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent. <ul style="list-style-type: none"> Create movement sequences that clearly demonstrate purpose or meaning through the use of fully articulated variations in energy/force that work well together (dynamics). Demonstrate ability to communicate intent through the effective use of focal point, concentration and eye contact (focus). Memorize dance sequences to develop muscle memory and kinesthetic awareness skills.

<p>2.2</p>	<p>Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).</p> <ul style="list-style-type: none"> • Explore four ways to combine a series of three axial movements. • Discover four ways to combine a series of three locomotor movements. • Combine axial and locomotor movements to create a three-part movement sequence. • Improvise changes to the quality of movement in a learned pattern or sequence (repeat, do it backwards, size, tempo, rhythm, force, levels, fragment into parts, combine with another sequence). 	<p>Improvise extended movement phrases.</p> <ul style="list-style-type: none"> • Improvise transitions to combine three or more phrases into a larger section. • Through improvisation, expand movement ideas for longer periods of time through exploring variations by manipulating the dance elements. 	<p>Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p> <ul style="list-style-type: none"> • Use a variety of combinations of the dance elements to create a minimum of four responses to movement instructions and discuss the process taken to create each solution (brainstorm, explore, create movements, and establish movement order).
<p>2.3</p>	<p>Create a sequence that has a beginning, middle, and an end. Name and refine the parts of the sequence.</p> <ul style="list-style-type: none"> • Create three short movement phrases. • Combine three phrases into a logical sequence that demonstrates unity, starting and ending in stillness, and justify the order of the sequence. 	<p>Describe, discuss, and analyze the process used by choreographers to create a dance.</p> <ul style="list-style-type: none"> • Discuss where choreographers get inspiration to create dances (an idea or concept, feeling, image, historical event, music, etc.). • Analyze movement phrases of varying lengths and discuss how it expresses the choreographer’s ideas. • Discuss the progression of creating movement ideas from start to finish (source of inspiration or idea, brainstorm, build phrases, revise, perform). 	<p>Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).</p> <ul style="list-style-type: none"> • Identify the two distinct parts of an AB form in several dances. • Create a two-part (AB form) dance sequence. • Perform a two-part sequence in round (canon) form.
<p>2.4</p>	<p>Create a wide variety of shapes and movements, using different levels in space.</p> <ul style="list-style-type: none"> • Create simple movement combinations including gestures, axial and locomotor movements, and explore them through manipulating spatial concepts (e.g., low, medium, and high levels, pathway and direction). 	<p>Create a dance study that has a beginning, a middle and an end. Review, revise, and refine.</p> <ul style="list-style-type: none"> • Create a four-part movement study using combinations of axial and locomotor movement based on a source of inspiration or a problem to solve. • Reflect upon, clarify and improve the flow and sequencing of a dance through the rehearsal process. 	<p>Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.</p> <ul style="list-style-type: none"> • Participate in trust exercises, including weight sharing with a partner and in a group. • Demonstrate with a partner opposing forces of push and pull, while changing the center of gravity in stillness and when moving (balance and counterbalance).

<p>2.5</p>	<p>Perform dances to communicate personal meaning, using force and expression.</p> <ul style="list-style-type: none"> • Perform dance sequences using force/energy to express intention (e.g., power, strength, weakness, lightness, tension, calmness, fear, anger, sadness, joy, happiness, etc.). 	<p>Convey a range of feelings through shape/postures and movements when performing for peers.</p> <ul style="list-style-type: none"> • Express a minimum of three different emotional responses through a combination of locomotor and axial movements and perform with a partner or in a small group for the class. 	<p>Convey a wide range of feeling and expression through gestures, posture, and movement.</p> <ul style="list-style-type: none"> • Express a minimum of three different emotional responses using exaggerated upper body expression (gesture). • Express a minimum of three different emotional responses using exaggerated full body expression (posture). • Express a minimum of three different emotional responses using a combination of gestures and postures, with locomotor movement.
<p>2.6</p>	<p>Compare and contrast the role of the performer with that of a member of the audience.</p> <ul style="list-style-type: none"> • Identify the differences in emotional involvement for the performer and an audience member as both an active participant and active observer. • Define the relationship between the performer and the audience and how one affects the other (distraction, expression and level of involvement, proximity of performer to audience; classroom, stage, theatre). 	<p>Perform improvised movement and dance studies with focus and expression.</p> <ul style="list-style-type: none"> • Explore the freedom of emotional response in an improvised movement sequence or dance study and compare it to a planned or scripted study. • Create a center of attention (focal point) within improvised movement. • Demonstrate focus by carrying out a movement or expressive idea with consistency from beginning to end. 	<p>Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/ following, mirroring, calling/responding, echoing, opposing).</p> <ul style="list-style-type: none"> • Brainstorm, create, and perform original movement in a small group. • Demonstrate active listening skills and incorporate each other’s ideas into a movement sequence. • Demonstrate effective leading and following skills while creating and performing in a group.
<p>2.7</p>	<p>Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).</p> <ul style="list-style-type: none"> • Create a variety of axial movements while alternating leader/follower in a mirroring exercise. • Move with a partner in a variety of ways (front to front, back to back, side to side, traveling, and standing still). • Follow and repeat a movement pattern initiated by your partner. • Using a variety of movements, lead and follow a partner in a floor pattern. 	<p>Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).</p> <ul style="list-style-type: none"> • Show a variety of ways to move across the floor (locomotor) with a partner and in a group. • Initiate a movement pattern (call) and respond with a completing, imitating, or contrasting response. • Move from partner to group work within a dance sequence. • Demonstrate and maintain spatial relationships (space between dancers for maintaining and or moving forms and shapes) between individuals in a dance. 	

2.8	<p>Create, memorize, and perform original movement sequences with a partner or a small group.</p> <ul style="list-style-type: none"> • Create and teach a short movement sequence to a partner or small group. • Learn and memorize a three-part movement sequence and perform with a group. 		
<p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of Dance <i>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</i></p>			
<p><i>Historical and cultural context should be embedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i></p>			
	3 rd Grade	4 th Grade	5 th Grade
3.1	<p>Describe commonalities among and differences between dances from various countries.</p> <ul style="list-style-type: none"> • Recognize and discuss how circle, line, and partner dances are similar or different in movement and pattern (e.g., foot/leg work, walking, kicking, step touch, skipping, direction, etc.) through performing or observing a variety of folk or cultural dance. • Explore the expressive quality and intent of three culturally different dances and discuss how each was conveyed through the movement. 	<p>Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).</p> <ul style="list-style-type: none"> • Identify three dances from different countries and discuss how the dance changes form and pattern (e.g., the square dance that has partner work, weaving, circle and line work all within one dance). • Identify two line, circle, and couple dances from different countries and perform one of each type of dance. 	<p>Describe how and why a traditional dance may be changed when performed on stage for an audience.</p> <ul style="list-style-type: none"> • Compare a traditional dance in its natural setting with the same dance prepared for the stage. Discuss how the function of the traditional dance changes when it is transferred to the stage (use of space including formations, perspective and viewing, energy changes, elaborate costumes and musical accompaniment, the focus of the performer and relationship to the audience, etc.).
3.2	<p>Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).</p> <ul style="list-style-type: none"> • Describe the type of movement used in various work activities (e.g., shoveling, raking, fishing, plowing, hunting, etc.). • Demonstrate simple circle, line and partner folk dances using that show work activities. • Recognize relationships between children’s songs and dances to the concepts they represent (e.g., May Pole Dance and planting, Tisket a Tasket and basket weaving, etc.). 	<p>Name the musical accompaniment and explain how it relates to the dances they have studied.</p> <ul style="list-style-type: none"> • Identify the type of instruments used (drum, fiddle, flute, etc.), and the style (Latin, American Folk, American Indian, etc.) in a variety of musical selections used in dance. • Discuss how the music influences the qualities and expressiveness of the dance steps and patterns. • Identify and discuss how particular cultures utilize dance as musical accompaniment (e.g., Irish step dance, tap dance, hambone, contemporary “stomp” dance, etc.). 	<p>Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.</p> <ul style="list-style-type: none"> • Recognize and perform court style dances (e.g., hand holding, promenade, curtsy/bow gestures; minuet, gavotte, etc.). • Recognize and perform round, square, and processional dances with partners, lines, and small groups. • Explore traditional dance forms of African, Native American and Hispanic cultures in America. • Recognize theatrical dance as born from court

			dance and ballet.
3.3	<p>Explain the function of dance in ceremonial and social community events in Native American cultures.</p> <ul style="list-style-type: none"> Discuss how Native American people communicate ideas, wants, and needs through dance. Recognize the connection between dancing and celebrations, rituals, work, traditions, story telling, and socializing among different cultures, including Native Americans. 	<p>Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).</p> <ul style="list-style-type: none"> Research and discuss how environment and climate of a region influences movement in a dance (Troika from Russia is vigorous and costumes are heavy with boots as footwear, whereas dancers from Polynesia wear light clothing and dance barefoot, the movements are more supple and flowing). Learn and perform a variety of dances from contrasting geographical regions. 	<p>Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.</p> <ul style="list-style-type: none"> Discuss the role of males and females in traditional dances and influences that may have contributed to change over time and across cultures.
3.4	<p>Describe how costumes and shoes influence dance movement.</p> <ul style="list-style-type: none"> Discuss how costumes and accessories are used to give significance to a dance (e.g., movement of skirt, hats, bells, castanets, etc.). Describe the significance of footwear to a particular dance (e.g., tap, moccasin, ballet slipper, Pointe shoe, character show, bare feet, etc.) from viewing a variety of pictures, artifacts, and watching dance videos. 	<p>Perform and identify folk/traditional and social dances from California History.</p> <ul style="list-style-type: none"> Recognize and demonstrate dances from Native American, Hispanic, Asian, Pacific Islanders, and African, and European cultures (e.g. square and contra dancing, La Raspa, social dance with a partner, Tinikling, etc.). 	
3.5	<p>Name and demonstrate dances of Native Americans.</p> <ul style="list-style-type: none"> Name, demonstrate or describe two types of Native American dances (e.g., Spirit Dance or other ceremonial dances). 		
<p>4.0 Aesthetic Valuing Responding to, Analyzing, and Making Judgments About Works of Dance <i>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</i></p>			
	3 rd Grade	4 th Grade	5 th Grade
4.1	<p>Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).</p> <ul style="list-style-type: none"> Develop a simple rubric identifying the criteria to assess a dance (level, speed, shape, energy, pathway, memorization of the sequence, focus, effort, expression). Discuss a group dance performance of peers using a rubric and describe what was liked about 	<p>Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history-social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).</p> <ul style="list-style-type: none"> Compare and contrast two different dances representative of California Culture using dance vocabulary. 	<p>Use dance vocabulary to identify and support personal preferences for dances observed or performed.</p> <ul style="list-style-type: none"> Analyze a performance, make a judgment and defend personal preference by using the following dance vocabulary: use of dance elements and principles, style, costume, music, focus, presentation, communication. Compare and discuss differences of opinion with

	the dance.		peers.
4.2	<p>Explain and demonstrate what it means to be a good audience member.</p> <ul style="list-style-type: none"> Model appropriate behavior (focused attention, clap, gasp, laugh, etc.), while viewing a live dance performance. Discuss the performance using dance vocabulary (time, space, energy, shape; what was liked/disliked, etc.). 	<p>Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).</p> <ul style="list-style-type: none"> Develop a rubric identifying the criteria to assess personal and professional dances (beginning, middle and end clearly defined, flow, smooth transitions, clarity of intent, use of space, tempo, energy, unity, variety and contrast). Discuss personal and professional dance performances using a rubric, and describe what was liked about the dance. 	<p>Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).</p> <ul style="list-style-type: none"> Read several dance critiques in a professional dance magazine or newspaper and highlight and outline the criteria the critic used to evaluate a performance. Research well known dancers indicating their styles of performance. Create a rubric using dance vocabulary to identify the technical skills of the dancer (power, strength, flexibility, agility, facial and body expression, focus, and involvement with the choreography).
4.3	<p>Explain how a performer’s dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).</p> <ul style="list-style-type: none"> Analyze how a dancer applies the dance elements to the body and face to express an idea or to portray a character in a variety of dance styles/performances (ballet, jazz, folk, tap, hip hop). 	<p>Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).</p> <ul style="list-style-type: none"> Recognize and discuss the way a dancer uses speed, focus, strength and power, stillness, facial expression, flexibility, and proper use of dance elements to convey emotions or ideas. 	<p>Identify the special and challenging characteristics of the experience of dancing for an audience.</p> <ul style="list-style-type: none"> Discuss what stage fright is and how to overcome it (being well prepared, practicing strong visualization, proper performance etiquette, and strong dancer relationships in rehearsal, etc.). Discuss preparation for performance in a variety of performance venues and spaces (small, intimate spaces vs. large auditorium, a variety of dance surfaces). Discuss how the proximity of an audience can impact dancers (e.g., energy, focus, distractions). Discuss the impact live vs. taped musical accompaniment can have dancers.
4.4		<p>List the expectations the audience has for a performer and vice versa.</p> <ul style="list-style-type: none"> Design a rubric for appropriate audience and performer etiquette (e.g., performers are expected to be focused, well rehearsed, quiet on or off stage, and prepared in appropriate costume, makeup etc., while audience members focus attention on the performer, and respond appropriately). 	<p>Explain how outstanding dancers affect audience members emotionally or intellectually.</p> <ul style="list-style-type: none"> Observe and discuss how exemplary dancers use nuance in their body and facial expression (tone, color, fine distinctions in energy and expression) to illicit emotional responses (e.g. fear, happiness, sadness, anger, and love).

5.0 Connections, Relationships, Applications**Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas to Career.**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

	3 rd Grade	4 th Grade	5 th Grade
5.1	Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes – body shapes). <ul style="list-style-type: none">• Discuss how fractions are used in conjunction with dance turns (1/2, 1/4, 360 degrees), parallel and perpendicular lines, geometric shapes, and curves.• Demonstrate and or discuss how a dance uses action words (movement quality), sentence (phrase), and story structure (sequence).	Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character). <ul style="list-style-type: none">• Discuss how the elements of dance, visual art, music, and theatre share common vocabulary but may be interpreted differently.• Discuss the similarities between dance and drama (character development, expressive qualities, gesture, performing for an audience, etc.).• Discuss the commonalities between dance and visual art (line, shape, form, space, foreground, middle ground and background and pattern, etc.).• Discuss the correlations between dance and music (tempo, rhythm, beats, counts, accents, phrasing, etc.).	Describe how historical events relate to dance forms (e.g., the rebellion of the 1960’s was represented in popular social dances with a move from partners to individual expression). <ul style="list-style-type: none">• Research a major dance style or form and discuss what happened in history to inspire its creation (e.g., Modern Dance, Jazz, Tap, Social Dance, Hip Hop and Break Dance).• Discuss how immigrants of different ethnic groups to the United States contributed their traditional movement and rhythms to the development of unique dance styles such as tap, jazz, blues, and swing dance.
5.2	Describe how dancing develops physical and mental well being (e.g., control, flexibility, posture, strength, risk taking). <ul style="list-style-type: none">• Explain how dance makes the body feel healthy and happy (e.g., when I move across the floor and practice jumps, I feel light and free; When I do warm-ups my body feels loose, stretched, taller, and ready to go).• Explain how dancing makes doing work and play activities easier to accomplish.• Explain how dancing gives confidence to try new things.	Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards. <ul style="list-style-type: none">• Discuss how sports activities and skills can be described in dance terms (swinging a bat is direct, powerful energy, axial in nature, involves rotation, etc.).• Discuss how the training for both dancers and athletes is similar (warm-up and stretch to prevent injury, practice skills to improve performance, eat nutritious food, drink plenty of water, and rest to maintain a healthy body).• Discuss the importance of body control in personal and general space to maintain safety while dancing in a group or playing on a team.	Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition). <ul style="list-style-type: none">• Discuss how important it is to a dancer to refrain from harmful substances (tobacco, drugs, alcohol and junk food) that will diminish the ability to maintain proper strength, endurance, and mental acuity.• Discuss why it is important to talk about problems and frustrations in creating and rehearsing dance before they become overwhelming.• Analyze and discuss how dance and movement can release frustration and excess energy in positive ways.

5.3	<p>Explain how the time management, problem-solving, and self-discipline skills required for composing a dance apply to other school activities.</p> <ul style="list-style-type: none"> • Discuss how creating dance inspires creativity and different ways of thinking in other subject areas. • Discuss how focus, concentration, and time management used in creating, practicing, and performing a dance correlates with doing class and homework. 	<p>Demonstrate recognition of personal space and respect for the personal space of others.</p> <ul style="list-style-type: none"> • Demonstrate the ability to perform in a group through appropriate spatial boundaries, maintaining personal space and physical control while showing regard for own and other’s safety. 	<p>Cite examples of the use of technology in the performing arts.</p> <ul style="list-style-type: none"> • Analyze and discuss how lighting, sound, and special effects are used in a professional dance performance (live or video taped).
5.4	<p>Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).</p> <ul style="list-style-type: none"> • Identify the types of professionals in the performing arts (dancer, instrumentalist, vocalist, actor, choreographer, composer, conductor, director). • Identify at least three common activities professional performing artists share (e.g., warming up, practicing basic skills such as plies, scales, vocal exercises, and breathing exercises), rehearsing and performing. 	<p>Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).</p> <ul style="list-style-type: none"> • Demonstrate the ability to form an idea (brainstorm) for a short four-part dance study. • Develop a dance idea (pre-write) using the elements of dance. • Explore and create movement sequences that reflect an idea (draft), including emotional intent. • Combine movement sequences (create the story structure) into a dance with a definite beginning, a well development midsection, and clear ending (draft). • Perform for peers and solicit feedback (reflect) and revise (rewrite/edit) the dance study. 	<p>Demonstrate social skills that enable students to become leaders/teachers and followers/learners.</p> <ul style="list-style-type: none"> • Exhibit cooperation and collaboration through group problem solving activities. • Demonstrate ability to lead and follow by teaching and learning each other’s choreography.