

Kindergarten

Visual and Performing Arts: Dance Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic loco motor skills (e.g., walk, run, gallop, jump, hop, and balance).

Comprehension and Analysis of Dance Elements

- 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

Development of Dance Vocabulary

- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

- 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

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.

Development of Dance

- 3.1 Name and perform folk/traditional dances from the United States and other countries.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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.

Connections and Applications Across Disciplines

- 5.1 Give examples of the relationship between everyday movement in school and dance movement.

Questions: State Board of Education | 916-319-0827

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