



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

DANCE

CREATING									
Anchor Standard 1: Generate and conceptualize artistic ideas and work									
DA:Cr1.1a									
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.									
Essential Question(s): Where do choreographers get ideas for dances?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA: Cr1.1.PKa	DA: Cr1.1.Ka	DA:Cr1.1.1a	DA:Cr1.1.2a	DA:Cr1.1.3a	DA:Cr1.1.4a	DA:Cr1.1.5a	DA:Cr1.1.6a	DA:Cr1.1.7a	DA:Cr1.1.8a
Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).	Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).	Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.	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.	Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.	Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).	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).	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).	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.	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.
I CAN move when I hear music.	I CAN move when using my five senses.	I CAN use my five sense to make movements with my body.	I CAN get ideas for creating movement from my five senses and the world around me.	I CAN tryout different ideas that I get from the world around me to create movement.	I CAN use an idea that I choose from the world around me to create dance movements.	I CAN put together ideas for a dance that I get from the world around me.	I CAN I can identify ideas for choreography based on a variety of stimuli.	I CAN compare a variety of stimuli to expand movement vocabulary and artistic intent.	I CAN implement movement from a variety of stimuli to develop an original dance study.

CREATING									
Anchor Standard 1: Generate and conceptualize artistic ideas and work									
DA:Cr1.1b									
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.									
Essential Question(s): Where do choreographers get ideas for dances?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Cr1.1.PKb	DA: Cr1.1.Kb	DA:Cr1.1.1b	DA:Cr1.1.2b	DA:Cr1.1.3b	DA:Cr1.1.4b	DA:Cr1.1.5b	DA:Cr1.1.6b	DA:Cr1.1.7b	DA:Cr1.1.8b
Find a different way to do several basic locomotor and non-locomotor movements.	Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	Combine a variety of movements while manipulating the elements of dance.	Explore a given movement problem. Select and demonstrate a solution.	Develop a movement problem and manipulate the elements of dance as tools to find a solution.	Construct and solve multiple movement problems to develop choreographic content.	Explore various movement vocabularies to transfer ideas into choreography.	Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.	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.
I CAN move my body in my place and I can move my body around the room.	I CAN move my body in different ways in my place or around the room.	I CAN move my body in many different ways both in my place and around the room.	I CAN move my body in many different ways both in my place and around the room.	I CAN solve a problem using movement. Ex: human knot	I CAN think of an end result and use movement to get there.	I CAN make a plan for a dance that clearly explains my idea.	I can transfer ideas into choreography using the elements of dance.	I CAN explore movement choices to explain artistic intent.	I CAN identify my personal preferences that were used to develop movement that communicates my intent.

CREATING**Anchor Standard 2: Organize and develop artistic ideas and work****DA:Cr2.1a**

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Cr2.1.PKa	DA:Cr2.1.Ka	DA:Cr2.1.1a	DA:Cr2.1.2a	DA:Cr2.1.3a	DA:Cr2.1.4a	DA:Cr2.1.5a	DA:Cr2.1.6a	DA:Cr2.1.7a	DA:Cr2.1.8a
Improvise dance that starts and stops on cue.	Improvise dance that has a beginning, middle, and end.	Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).	Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.	Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.	Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	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 for making movement and structural choices.
I CAN play freeze dance.	I CAN move when using my five senses.	I CAN use my five sense to make movements with my body.	I CAN get ideas for creating movement from my five senses and the world around me.	I CAN tryout different ideas that I get from the world around me to create movement.	I CAN use an idea that I choose from the world around me to create dance movements.	I CAN put together ideas for a dance that I get from the world around me.	I CAN I can identify ideas for choreography based on a variety of stimuli.	I CAN compare a variety of stimuli to expand movement vocabulary and artistic intent.	I CAN implement movement from a variety of stimuli to develop an original dance study.

CREATING									
Anchor Standard 2: Organize and develop artistic ideas and work									
DA:Cr2.1b									
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.									
Essential Question(s): What influences choice-making in creating choreography?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Cr2.1.PKb	DA:Cr2.1.Kb	DA:Cr2.1.1b	DA:Cr2.1.2b	DA:Cr2.1.3b	DA:Cr2.1.4b	DA:Cr2.1.5b	DA:Cr2.1.6b	DA:Cr2.1.7b	DA:Cr2.1.8b
Engage in dance experiences moving alone or with a partner.	Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	Choose movements that express an idea or emotion, or follow a musical phrase.	Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.	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.	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.	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.
I CAN move my body in my place and I can move my body around the room.	I CAN move my body in different ways in my place or around the room.	I CAN move my body in many different ways both in my place and around the room.	I CAN move my body in many different ways both in my place and around the room.	I CAN solve a problem using movement. Ex: human knot	I CAN think of an end result and use movement to get there.	I CAN make a plan for a dance that clearly explains my idea.	I can transfer ideas into choreography using the elements of dance.	I CAN explore movement choices to explain artistic intent.	I CAN identify my personal preferences that were used to develop movement that communicates my intent.

CREATING**Anchor Standard 3: Refine and complete artistic work.****DA:Cr3.1a****Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.****Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Cr3.1.PKa	DA:Cr3.1.Ka	DA:Cr3.1.1a	DA:Cr3.1.2a	DA:Cr3.1.3a	DA:Cr3.1.4a	DA:Cr3.1.5a	DA:Cr3.1.6a	DA:Cr3.1.7a	DA:Cr3.1.8a
Respond to suggestions for changing movement through guided improvisational experiences.	Apply suggestions for changing movement through guided improvisational experiences.	Explore suggestions to change movement from guided improvisation and/or short remembered sequences.	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.	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.	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.	Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	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.	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.
I CAN do what I am told when I dance.	I CAN listen to instructions and try new things when I dance.	I CAN try new ways to move when I dance.	I CAN choose to change movements when I dance.	I CAN listen to corrections and make changes to make a dance better.	I CAN make a dance better by using corrections from my classmates.	I CAN physically try suggestions from others in order to find different ways for a dance to express its main idea.	I CAN make changes in my movement based on feedback.	I CAN evaluate artistic critique and explain any revisions made based on how artistic intent is clarified.	I CAN revise choreography by myself or in a group and explain how the changes enhance the artistic intent.

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Anchor Standard 3: Refine and complete artistic work.									
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Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.									
Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Cr3.1.PKb	DA:Cr3.1.Kb	DA:Cr3.1.1b	DA:Cr3.1.2b	DA:3.1.3b	DA:Cr3.1.4b	DA:Cr3.1.5b	DA:Cr3.1.6b	DA:Cr3.1.7b	DA:Cr3.1.8b
Identify parts of the body and document a body shape or position by drawing a picture.	Depict a dance movement by drawing a picture or using a symbol.	Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).	Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).	Record changes in a dance sequence through writing, symbols, or a form of media technology.	Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.
I CAN draw a picture of what my body looks like when I dance.	I CAN draw a picture of what my body looks like when I dance.	I CAN draw symbols or pictures to show different dance movements.	I CAN show different levels of movement by drawing a picture or symbol.	I CAN make a map or use symbols to show the pathways in a dance.	I CAN draw a picture or symbol to show the relationship between dancers.	I CAN keep track of the changes in a dance through writing, symbols, or by taking videos.	I CAN record movement so that it can be understood by others. (pictures, symbols, words, media technologies).	I CAN investigate a recognized system that is used to document a dance sequence with words, symbols, or media technologies.	I CAN tryout a system that is recognized for documenting a section of a dance.