

# Dance: by the End of grade 5

## Creating

### **Anchor Standard 1** Generating and conceptualizing ideas.

- a Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. [1.1.5.CR1A](#)
  - b Solve multiple movement problems using the elements of dance to develop dance content. [1.1.5.CR1B](#)
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### **Anchor Standard 2** Organizing and developing ideas.

- a Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. [1.1.5.CR2A](#)
  - b Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. [1.1.5.CR2B](#)
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### **Anchor Standard 3** Refining and completing products.

- a Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. [1.1.5.CR3A](#)
  - b Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. [1.1.5.CR3B](#)
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## Performing

### **Anchor Standard 4** Selecting, analyzing, and interpreting work.

- a Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). 1.1.5.PR4A
- b Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. 1.1.5.PR4B
- c Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) 1.1.5.PR4C

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### **Anchor Standard 5** Developing and refining techniques and models or steps needed to create products.

- a Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. 1.1.5.PR5A
- b Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement. 1.1.5.PR5B
- c Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. 1.1.5.PR5C
- d Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core). 1.1.5.PR5D
- e Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints 1.1.5.PR5E

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**Anchor Standard 6 Conveying meaning through art.**

- a Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill. **1.1.5.PR6A**
  - b Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. **1.1.5.PR6B**
  - c Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage). **1.1.5.PR6C**
  - d Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances **1.1.5.PR6D**
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**Responding****Anchor Standard 7 Anchor Standard 7**

- a Describe recurring patterns of movement and their relationships to the meaning of the dance. **1.1.5.RE7A**
  - b Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics. **1.1.5.RE7B**
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**Anchor Standard 8 Interpreting intent and meaning**

- a Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology. **1.1.5.RE8A**
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**Anchor Standard 9 Interpreting intent and meaning**

- a Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively. **1.1.5.RE9A**
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**Connecting****Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.**

- a Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. **1.1.5.CN10A**
- b Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses. **1.1.5.CN10B**

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**Anchor Standard 11** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- a Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. [1.1.5.CN11A](#)