

# **COMPETENCY ASSURANCE**

## **ELEMENTARY DANCE**

### **PHASE I:**

### **Curricular Foundations**

**Version 2: March, 2003**

# Competency Assurance

## Phase I:

### Curricular Foundations

This document is designed to help teachers make certain that they are teaching a balanced curriculum in line with the standards and assessments required by the Commonwealth of Kentucky and the Fayette County Public Schools.

Each page contains the appropriate **Performance Standards**, taken from **The Program of Studies; Academic Expectations and Demonstrators**, taken from the **Transformations** document; curricular content and **Specific Activities** taken from the **Core Content For Assessment**; as well as **Suggested Activities** and **Critical Vocabulary** as designed by music teachers in the Fayette County Public Schools.

It is hoped that this document will allow teachers to work from one comprehensive document that brings together all the state-mandated and suggested curricular standards. It is also hoped that the suggested activities will give teachers a sense of the kinds of activities necessary for them to achieve the stated academic goals.

**Please note: Although this document limits itself to concepts and skills covered in the Core Content For Assessment, there are several items that have been identified as appropriate “extensions” that might be approached upon completion of the required materials. In this document those extensions are identified by italics.**

**COMPETENCY ASSURANCE**  
**ELEMENTARY DANCE**

**Table of Contents**

Introduction .....	2
Kindergarten Elements .....	4
Kindergarten Dance Movements and Forms .....	5
Kindergarten Historical/Cultural Context .....	6
First Grade Elements .....	7
First Grade Dance Movements and Forms .....	8
First Grade Historical/Cultural Context .....	9
Second Grade Elements .....	10
Second Grade Dance Movements and Forms .....	12
Second Grade Historical/Cultural Context .....	14
Third Grade Elements .....	15
Third Grade Dance Movements and Forms .....	17
Third Grade Historical/Cultural Context .....	19
Fourth Grade Elements .....	21
Fourth Grade Dance Movements and Forms.....	23
Fourth Grade Historical/Cultural Context .....	25
Fifth Grade Elements .....	27
Fifth Grade Dance Movements and Forms.....	29
Fifth Grade Historical/Cultural Context .....	31

## PRIMARY DANCE: KINDERGARTEN // ELEMENTS

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience various ways of moving with attention given to the elements of dance (space, time, force)

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

### Core Content for Assessment:

**AH-E-2.1.31** – Dance elements: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

### Demonstrators:

- Demonstrate movement elements (e.g., locomotor and nonlocomotor)
- Explore the elements and principles of dance forms
- Create or perform original or existing dances

### Specific Activities:

- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement

### Suggested Activities:

- Moving different parts of the body while remaining stationary
- Moving through space in different fashions
- Moving in relation to musical cues
- Moving in relation to story or emotional cues
- Introducing the concepts of space, time and force

### Critical Vocabulary:

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level, direction, pathways, time, beat, tempo, force

**PRIMARY DANCE: KINDERGARTEN // DANCE MOVEMENTS AND FORMS**

**PROGRAM OF STUDIES:**

**Performance Standard**

Students will explore locomotor (e.g., walk, run, hop, jump, leap, skip, slide, gallop) and non-locomotor (e.g., bend, stretch, twist, swing) movements

**ACADEMIC EXPECTATION(S):**

**1.15** – Students make sense of ideas and communicate ideas with movement

**Core Content for Assessment:**

**AH-E-2.1.31** – Dance elements: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**Demonstrators:**

- Demonstrate movement elements (e.g., locomotor and nonlocomotor)

**Specific Activities:**

- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement

**Suggested Activities:**

- Moving different parts of the body while remaining stationary
- Moving through space in different fashions
- Moving in relation to musical cues
- Moving in relation to story or emotional cues

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level, direction, pathways, time, beat, tempo, force

**PRIMARY DANCE: KINDERGARTEN // HISTORICAL/CULTURAL CONTEXT**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students will experience dances of diverse cultures, purposes and styles

**ACADEMIC EXPECTATION(S):**  
**1.15** – Students construct meaning from and/or communicate ideas and emotions through movement  
**2.24** – Students appreciate creativity and the values of the arts and the humanities  
**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

<p><b>Core Content for Assessment:</b> AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).</p>	<p><b>Demonstrators:</b></p> <ul style="list-style-type: none"><li>• Demonstrate movement elements (e.g., locomotor and non-locomotor)</li><li>• Explore a variety of art forms in dance</li><li>• Experience and perform a variety of art forms in dance from diverse cultures</li><li>• Express openness to differences and commonalities among diverse cultures.</li></ul>
--	---

**Specific Activities:**

- **AH-E-2.2.12** – Perform simple traditional folk dances

**Suggested Activities:**

- Observing and discussing dances of diverse cultures, purposes and styles

**Critical Vocabulary:**  
Ceremonial, recreational, artistic, folk

## PRIMARY DANCE: FIRST GRADE // ELEMENTS

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience various ways of moving with attention given to the elements of dance (space, time, force)

#### Performance Standard

Students will demonstrate an awareness of the elements of dance

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

### Demonstrators:

- Demonstrate movement elements (e.g., locomotor and non-locomotor)
- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns.
- Create and/or perform original dance works

### Specific Activities:

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement

### Suggested Activities:

- Moving different parts of the body while remaining stationary
- Moving through space in different fashions
- Moving in relation to musical cues
- Moving in relation to story or emotional cues
- Introducing the concepts of space, time and force

### Critical Vocabulary:

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level, direction, pathways, time, beat, tempo, force

**PRIMARY DANCE: FIRST GRADE // DANCE MOVEMENTS AND FORMS**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students will explore locomotor (e.g., walk, run, hop, jump, leap, skip, slide, gallop) and non-locomotor (e.g., bend, stretch, twist, swing) movements  
**Performance Standard**  
Students will demonstrate locomotor and non-locomotor movements  
**Performance Standard**  
Students will perform a pattern using a combination of locomotor and non-locomotor movements  
**Performance Standard**  
Students will recognize and begin to understand the differences in locomotor and non-locomotor movements in simple patterns

**ACADEMIC EXPECTATION(S):**  
**1.15** – Students make sense of ideas and communicate ideas with movement  
**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

<p><b>Core Content for Assessment:</b> <b>AH-E-2.1.31</b> – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving) <b>AH-E-2.1.31</b> – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance</p>	<p><b>Demonstrators:</b></p> <ul style="list-style-type: none"><li>• Demonstrate movement elements (e.g., locomotor and non-locomotor)</li><li>• Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)</li><li>• Demonstrate combined locomotor and non-locomotor movement patterns.</li><li>• Create and/or perform original dance works</li></ul>
--	---

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement

**Suggested Activities:**

- Moving different parts of the body while remaining stationary
- Moving through space in different fashions
- Moving in relation to musical cues
- Moving in relation to story or emotional cues

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level, direction, pathways, time, beat, tempo, force

**PRIMARY DANCE: FIRST GRADE // HISTORICAL/CULTURAL CONTEXT**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students experience dances of diverse cultures, purposes and styles

**ACADEMIC EXPECTATION(S):**  
**1.15** – Students construct meaning from and/or communicate ideas and emotions through movement  
**2.24** – Students appreciate creativity and the values of the arts and the humanities  
**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

<p><b>Core Content for Assessment:</b> AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet). AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (Colonial America) purposes and styles</p>	<p><b>Demonstrators:</b></p> <ul style="list-style-type: none"><li>• Demonstrate movement elements (e.g., locomotor and non-locomotor)</li><li>• Express ideas/emotions through movement</li><li>• Explore a variety of art forms in dance</li><li>• Experience and perform a variety of art forms in dance from diverse cultures</li><li>• Express openness to differences and commonalities among diverse cultures.</li></ul>
--	---

**Specific Activities:**

- **AH-E-2.2.12** – Perform simple traditional folk dances

**Suggested Activities:**

- Observing and discussing dances of diverse cultures, purposes and styles (American folk)

**Critical Vocabulary:**  
Ceremonial, recreational, artistic, folk

## PRIMARY DANCE: SECOND GRADE // ELEMENTS

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience various ways of moving with attention given to the elements of dance (space, time, force).

#### Performance Standard

Students will demonstrate an awareness of the elements of dance

#### Performance Standard

Students will perform the elements of dance in a pattern of movement

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle and end

### Demonstrators:

- Demonstrate movement elements (e.g., locomotor and non-locomotor)
- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns.
- Create and/or perform original dance works
- Discuss dance works using appropriate concepts and terminology

### Specific Activities:

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements

### Suggested Activities:

- Exploring space, time and force through individual movements
- Identifying dance elements in observed dances and movements
- Performing simple patterns of movements with a focus on elements of dance

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level ( high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves)

**PRIMARY DANCE: SECOND GRADE // DANCE MOVEMENTS AND FORMS**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students will explore locomotor (e.g., walk, run, hop, jump, leap, skip, slide, gallop) and non-locomotor (e.g., bend, stretch, twist, swing) movements  
**Performance Standard**  
Students will demonstrate locomotor and non-locomotor movements  
**Performance Standard**  
Students will perform a pattern using a combination of locomotor and non-locomotor movements  
**Performance Standard**  
Students will recognize and begin to understand the differences in locomotor and non-locomotor movements in simple patterns  
**Performance Standard**  
Students will identify and use locomotor and non-locomotor movements in simple patterns

**ACADEMIC EXPECTATION(S):**  
**1.15** – Students make sense of ideas and communicate ideas with movement  
**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

<p><b>Core Content for Assessment:</b> <b>AH-E-2.1.31</b> – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving) <b>AH-E-2.1.31</b> – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance <b>AH-E-2.1.31</b> – Describe how locomotor (walk, run, skip, hop, jump, slide, leap gallop) and non-locomotor (bend stretch twist, swing) movements are used to create simple dances with a beginning, middle and end</p>	<p><b>Demonstrators:</b></p> <ul style="list-style-type: none"><li>• Demonstrate movement elements (e.g., locomotor and non-locomotor)</li><li>• Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)</li><li>• Demonstrate combined locomotor and non-locomotor movement patterns.</li><li>• Create and/or perform original dance works</li></ul>
---	---

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements

**Suggested Activities:**

- Moving different parts of the body while remaining stationary, using appropriate terminology
- Moving through space in different fashions, using appropriate terminology
- Moving in relation to musical cues
- Moving in relation to story or emotional cues
- Creating movement patterns and phrases based on locomotor and non-locomotor movements

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level (high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves)

## PRIMARY DANCE: SECOND GRADE // HISTORICAL/CULTURAL CONTEXT

### PROGRAM OF STUDIES:

#### Performance Standard

Students will experience dances of diverse cultures, purposes and styles

#### Performance Standard

Students will develop an awareness of different cultures, purposes and styles

#### Performance Standard

Students will associate dances with specific cultures, purposes and styles

### ACADEMIC EXPECTATION(S):

**1.15** – Students construct meaning from and/or communicate ideas and emotions through movement

**2.24** – Students appreciate creativity and the values of the arts and the humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

### Core Content for Assessment:

AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).

AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (Native American, Colonial America) purposes and styles

### Demonstrators:

- Demonstrate movement elements (e.g., locomotor and non-locomotor)
- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, relationship)
- Explore a variety of art forms in dance
- Experience and perform a variety of art forms in dance from diverse cultures
- Express openness to differences and commonalities among diverse cultures
- Respond to the expressive qualities of movement

### Specific Activities:

- **AH-E-2.2.12** – Perform traditional folk dances and ethnic dances

### Suggested Activities:

- Observing and discussing dances of diverse cultures, purposes and styles (American Folk, Native American)
- Performing dances of diverse cultures, purposes and styles
- Identifying dances as coming from specific cultures and styles
- Identifying dances as fulfilling different purposes

### Critical Vocabulary:

Ceremonial, recreational, artistic, folk, ethnic

## PRIMARY DANCE: THIRD GRADE // ELEMENTS

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience various ways of moving with attention given to the elements of dance (space, time, force).

#### Performance Standard

Students will demonstrate an awareness of the elements of dance

#### Performance Standard

Students will perform the elements of dance in a pattern of movement

#### Performance Standard

Students will recognize and begin to understand the elements of dance in a pattern of movement

#### Performance Standard

Students will identify and express the elements of dance in a pattern of movement

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle and end

**AH-E-2.1.31** – Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking)

### Demonstrators:

- Demonstrate movement elements (e.g., locomotor and non-locomotor)
- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns.
- Create and/or perform original dance works
- Discuss dance works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dance

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements

**Suggested Activities:**

- Exploring space, time and force through individual movements
- Identifying dance elements in observed dances and movements
- Performing simple patterns of movement with a focus on elements of dance

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level ( high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves)

**PRIMARY DANCE: THIRD GRADE // DANCE MOVEMENTS AND FORMS**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students will explore locomotor (e.g., walk, run, hop, jump, leap, skip, slide, gallop) and non-locomotor (e.g., bend, stretch, twist, swing) movements  
**Performance Standard**  
Students will demonstrate locomotor and non-locomotor movements  
**Performance Standard**  
Students will perform a pattern using a combination of locomotor and non-locomotor movements  
**Performance Standard**  
Students will recognize and begin to understand the differences in locomotor and non-locomotor movements in simple patterns  
**Performance Standard**  
Students will identify and use locomotor and non-locomotor movements in simple patterns

**ACADEMIC EXPECTATION(S):**  
**1.15** – Students make sense of ideas and communicate ideas with movement  
**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations  
**2.23** – Students analyze their own and others’ artistic products and performances

**Core Content for Assessment:**  
**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)  
**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance  
**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle and end  
**AH –E-2.1.31** – Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking)

- Demonstrators:**
- Demonstrate movement elements (e.g., locomotor and non-locomotor)
  - Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
  - Demonstrate combined locomotor and non-locomotor movement patterns.
  - Create and/or perform original dance works
  - Discuss dance works using appropriate concepts and terminology
  - Observe and explore a variety of artistic styles and forms in dance

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements

**Suggested Activities:**

- Moving different parts of the body while remaining stationary, using appropriate terminology
- Moving through space in different fashions, using appropriate terminology
- Moving in relation to musical cues
- Moving in relation to story or emotional cues
- Creating movement patterns phrases based on locomotor and non-locomotor movements
- Discussing and writing about locomotor and non-locomotor movements
- Discussing and writing about dance and movement phrases and patterns

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level ( high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves)

**PRIMARY DANCE: THIRD GRADE // HISTORICAL/CULTURAL CONTEXT**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students will experience dances of diverse cultures, purposes and styles  
**Performance Standard**  
Students will develop an awareness of different cultures, purposes and styles  
**Performance Standard**  
Students will associate dances with specific cultures, purposes and styles

**ACADEMIC EXPECTATION(S):**  
**1.15** – Students construct meaning from and/or communicate ideas and emotions through movement  
**2.22** – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations  
**2.23** – Students analyze their own and others’ artistic products and performances  
**2.24** – Students appreciate creativity and the values of the arts and the humanities  
**2.25** – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities  
**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

**Core Content for Assessment:**  
AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).  
AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial America) purposes and styles

- Demonstrators:**
- Demonstrate movement elements (e.g., locomotor and non-locomotor)
  - Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
  - Analyze ideas or emotions expressed through a movement sequence using basic terms
  - Explore a variety of art forms in dance
  - Experience and perform a variety of art forms in dance from diverse cultures
  - Create original works of movement and dance
  - Describe reaction to dance works and performances using basic vocabulary
  - Express openness to differences and commonalities among diverse cultures
  - Communicate recognition of the diversity of art forms and structure in movement and dance
  - Respond to the expressive qualities of dance
  - Recognize and demonstrate arts concepts used to describe feelings
  - Recognize the role of the artist in movement and dance

**Specific Activities:**

- **AH-E-2.2.12** – Perform traditional folk dances and ethnic dances

**Suggested Activities:**

- Observing and writing about dances of diverse cultures, purposes and styles (American Folk, Native American, West African)
- Performing dances of diverse cultures, purposes and styles
- Identifying dances as coming from specific cultures and styles
- Identifying dances as fulfilling different purposes

**Critical Vocabulary:**

Ceremonial, recreational, artistic, folk, ethnic

## INTERMEDIATE DANCE: FOURTH GRADE // ELEMENTS

### PROGRAM OF STUDIES:

#### Performance Standard

Students will demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of dance (space, time, force)

#### Performance Standard

Students will demonstrate the ability to recognize the relationship between the elements of dance and the expressive equalities of movement (e.g., ideas, emotions)

#### Performance Standard

Students will describe elements of dance and explain how dance differs from other physical movements

#### Performance Standard

Students will create a movement sequence using the elements of dance

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap gallop) and non-locomotor (bend stretch twist, swing) movements are used to create simple dances with a beginning, middle and end

**AH –E-2.1.31** – Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking)

**AH-E-2.1.32** – Use appropriate terminology to describe how two examples of dance are similar and/or different

**AH-E-2.1.33** – Explain, using appropriate terminology, how dance communicates ideas, thoughts and feelings

### Demonstrators:

- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns
- Analyze ideas or emotions expressed through a movement sequence using basic terms
- Create a movement sequence with a beginning, middle and end
- Create original and/or perform existing individual and group dances
- Discuss dance works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dance
- Reflect on, evaluate, interpret and revise own work and/or the works of others in dance
- Communicate recognition of the diversity of art forms and structures in dance
- Compare and contrast formal design, style and structure within each discipline (music, dance, drama and visual art)

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements
- **AH-E-2.1.14** – Create a dance with a beginning, middle and end that communicates ideas, thoughts and feelings.
- **AH-E-2.1.21** – With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movements

**Suggested Activities:**

- Exploring space, time and force through individual movements
- Combining movements into dance phrases
- Creating dance phrases out of everyday movements
- Identifying, discussing and writing about space, time and force and their component parts
- Expressing and analyzing ideas or emotions through movement
- Dancing alone, with a partner and in small groups

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level (high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves)

## INTERMEDIATE DANCE: FOURTH GRADE // DANCE MOVEMENTS AND FORMS

### PROGRAM OF STUDIES:

#### Performance Standard

Students will explore simple dances with a beginning, middle and end, using a combination of locomotor (e.g., walk, run, hop, jump, leap, skip, slide, gallop) and non-locomotor (e.g., bend, stretch, twist, swing) movements

#### Performance Standard

Students will create movement sequences that include repetition and variety using different locomotor and non-locomotor movements.

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle and end

**AH-E-2.1.31** – Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking)

**AH-E-2.1.32** – Use appropriate terminology to describe how two examples of dance are similar and/or different

**AH-E-2.1.33** – Explain, using appropriate terminology, how dance communicates ideas, thoughts and feelings

### Demonstrators:

- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns
- Analyze ideas or emotions expressed through a movement sequence using basic terms
- Create a movement sequence with a beginning, middle and end
- Create original and/or perform existing individual and group dances
- Discuss dance works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dance
- Reflect on, evaluate, interpret and revise own work and/or the works of others in dance
- Communicate recognition of the diversity of art forms and structures in dance
- Compare and contrast formal design, style and structure within each discipline (music, dance, drama and visual art)

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements
- **AH-E-2.1.14** – Create a dance with a beginning, middle and end that communicates ideas, thoughts and feelings.
- **AH-E-2.1.21** – With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movements

**Suggested Activities:**

- Watching dances and identifying repetition and variety within those dance
- Creating dances using repetition and variety as structural elements
- Moving in relation to musical cues
- Moving in relation to story or emotional cues

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level ( high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves), repetition, variety

**INTERMEDIATE DANCE: FOURTH GRADE // HISTORICAL/CULTURAL CONTEXT**

**PROGRAM OF STUDIES:**  
**Performance Standard**  
Students will participate in dance activities by performing traditional folk dances, square dances and ethnic dances (e.g., Native American, African American)  
**Performance Standard**  
Students will discuss elements of dance performances seen in various media (e.g., theatre, film, television)  
**Performance Standard**  
Students will observe performances of classmates and professional dancers  
**Performance Standard**  
Students will recognize the value of work performed by others  
**Performance Standard**  
Students will recognize that dance is a way of expressing the culture and history of a particular group of people  
**Performance Standard**  
Students will recognize the three purposes of dance (ceremonial, recreational, artistic) in society  
**Performance Standard**  
Students will identify specific cultures, purposes and styles of dances

**ACADEMIC EXPECTATION(S):**  
**2.22** – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations  
**2.23** – Students analyze their own and others’ artistic products and performances  
**2.24** – Students appreciate creativity and the values of the arts and the humanities  
**2.25** – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities  
**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

**Core Content for Assessment:**  
AH-E-2.2.31 – Explain how dance has been a part of cultures and time periods throughout history  
AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).  
AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial America) purposes and styles

- Demonstrators:**
- Analyze ideas or emotions expressed through a movement sequence using basic terms
  - Observe, experience and explore a variety of artistic styles and forms in dance
  - Identify and express arts concepts in dance
  - Describe reaction to dance works and performances using basic vocabulary
  - Recognize the role of the artist in dance
  - Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
  - Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
  - Demonstrate through products or performances, forms of dance
  - Respond to the expressive qualities of dance
  - Express openness to differences and commonalities among diverse cultures

	<p><b>Demonstrators Continued:</b></p> <ul style="list-style-type: none"> <li>• Investigate and communicate the differences and commonalities in the artistic expressions of dance from diverse cultures</li> <li>• Examine the effects of time, place, and personality on dance forms and performance practices</li> <li>• Recognize and demonstrate arts concepts used to describe feelings</li> <li>• Begin to formulate personal values based on the perception and reaction to the expressive qualities of dance</li> <li>• Evaluate personal artistic creations and those of others using appropriate vocabulary</li> <li>• Reflect on, interpret, and revise own work and/or works of others in dance</li> </ul>
--	---

<p><b>Specific Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>AH-E-2.2.12</b> – Perform traditional folk dances, square dances and ethnic dances</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Performing traditional folk dances, square dances and ethnic dances</li> <li>• Discussing and writing about different cultures and their dances</li> <li>• Discussing and writing about different purposes of dance</li> <li>• Watching and analyzing different dances using appropriate terminology</li> <li>• Discussing and writing about the history and origin of specific dances</li> <li>• Discussing and writing about dance as a way of expressing the culture and history of a particular group of people</li> </ul>
--

<p><b>Critical Vocabulary:</b>  Ceremonial, recreational, artistic, folk, ethnic, formal design, style, performance practice</p>
--

## INTERMEDIATE DANCE: FIFTH GRADE // ELEMENTS

### PROGRAM OF STUDIES:

#### Performance Standard

Students will demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of dance (space, time, force)

#### Performance Standard

Students will use appropriate terminology to analyze ideas or emotions expressed through a movement and sequence

#### Performance Standard

Students will use appropriate terminology to describe how two examples of dance are similar and different

#### Performance Standard

Students will create a dance that uses the elements of dance

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap gallop) and non-locomotor (bend stretch twist, swing) movements are used to create simple dances with a beginning, middle and end

**AH –E-2.1.31** – Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking)

**AH-E-2.1.32** – Use appropriate terminology to describe how two examples of dance are similar and/or different

**AH-E-2.1.33** – Explain, using appropriate terminology, how dance communicates ideas, thoughts and feelings

### Demonstrators:

- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns
- Analyze ideas or emotions expressed through a movement sequence using basic terms
- Create a movement sequence with a beginning, middle and end
- Create original and/or perform existing individual and group dances
- Discuss dance works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dance
- Reflect on, evaluate, interpret and revise own work and/or the works of others in dance
- Communicate recognition of the diversity of art forms and structures in dance
- Compare and contrast formal design, style and structure within each discipline (music, dance, drama and visual art)

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements
- **AH-E-2.1.14** – Create a dance with a beginning, middle and end that communicates ideas, thoughts and feelings.
- **AH-E-2.1.21** – With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movements

**Suggested Activities:**

- Exploring space, time and force through individual movements
- Combining movements into dance phrases
- Creating dance phrases out of everyday movements
- Identifying, discussing and writing about space, time and force and their component parts
- Expressing and analyzing ideas or emotions through movement
- Dancing alone, with a partner and in small groups

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level ( high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves)

## INTERMEDIATE DANCE: FIFTH GRADE // DANCE MOVEMENTS AND FORMS

### PROGRAM OF STUDIES:

#### Performance Standard

Students will describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances

#### Performance Standard

Students will create and perform in a small group simple dances with a beginning, middle and end using a combination of locomotor and non-locomotor movements

### ACADEMIC EXPECTATION(S):

**1.15** – Students make sense of ideas and communicate ideas with movement

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: Space (shape, level, direction, pathways), time (beat, tempo) and force (use of energy while moving)

**AH-E-2.1.31** – Discuss how the elements of dance and the expressive qualities of movements (ideas, emotions) contribute to the idea of the dance

**AH-E-2.1.31** – Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle and end

**AH-E-2.1.31** – Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking)

**AH-E-2.1.32** – Use appropriate terminology to describe how two examples of dance are similar and/or different

**AH-E-2.1.33** – Explain, using appropriate terminology, how dance communicates ideas, thoughts and feelings

### Demonstrators:

- Express ideas/emotions through movement (e.g., body awareness, space awareness, time, force, technique, relationship)
- Demonstrate combined locomotor and non-locomotor movement patterns
- Analyze ideas or emotions expressed through a movement sequence using basic terms
- Create a movement sequence with a beginning, middle and end
- Create original and/or perform existing individual and group dances
- Discuss dance works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dance
- Reflect on, evaluate, interpret and revise own work and/or the works of others in dance
- Communicate recognition of the diversity of art forms and structures in dance
- Compare and contrast formal design, style and structure within each discipline (music, dance, drama and visual art)

**Specific Activities:**

- **AH-E-2.1.11** – Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement
- **AH-E-2.1.12** – Create movement patterns using locomotor and non-locomotor movement
- **AH-E-2.1.13** – Create a dance that uses the elements of dance (space, time and force) with locomotor and non-locomotor movements
- **AH-E-2.1.14** – Create a dance with a beginning, middle and end that communicates ideas, thoughts and feelings.
- **AH-E-2.1.21** – With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movements

**Suggested Activities:**

- Watching dances and identifying repetition and variety within those dance
- Creating dances using repetition and variety as structural elements
- Moving in relation to musical cues
- Moving in relation to story or emotional cues

**Critical Vocabulary:**

Locomotor (movements done while traveling through space e.g., walk, run, skip, hop, jump, slide, leap, gallop); Non-locomotor (movements done without traveling through space, e.g., bend, stretch, twist, swing); space, level ( high, low, middle, in the air, on the floor) direction (stage left, stage right, down-stage, up-stage), pathways (straight line, diagonal line, zig-zag, figure 8, semi-circle), time, beat, tempo, rhythm, force (sharp-smooth, light-heavy, hard-soft, gentle-strong), shapes (circles, squares, waves), repetition, variety

## INTERMEDIATE DANCE: FIFTH GRADE // HISTORICAL/CULTURAL CONTEXT

### PROGRAM OF STUDIES:

#### Performance Standard

Students will participate in dance activities by performing traditional folk dances, square dances and ethnic dances (e.g., Native American, African American)

#### Performance Standard

Students will describe dances of different cultures, purposes and styles

#### Performance Standard

Students will analyze personal creations and those of others using appropriate vocabulary

#### Performance Standard

Students will express openness to differences and commonalities among diverse cultures, purposes and styles

#### Performance Standard

Students will demonstrate knowledge of the origin and history of a variety of dances

### ACADEMIC EXPECTATION(S):

**1.15** – Students construct meaning from and/or communicate ideas and emotions through movement

**2.22** – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

**2.24** – Students appreciate creativity and the values of the arts and the humanities

**2.25** – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

### Core Content for Assessment:

AH-E-2.2.31 – Explain how dance has been a part of cultures and time periods throughout history

AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).

AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial America) purposes and styles

### Demonstrators:

- Analyze ideas or emotions expressed through a movement sequence using basic terms
- Observe, experience and explore a variety of artistic styles and forms in dance
- Identify and express arts concepts in dance
- Describe reaction to dance works and performances using basic vocabulary
- Recognize the role of the artist in dance
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of dance
- Respond to the expressive qualities of dance
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of dance from diverse cultures

	<p><b>Demonstrators Continued:</b></p> <ul style="list-style-type: none"> <li>• Examine the effects of time, place, and personality on dance forms and performance practices</li> <li>• Recognize and demonstrate arts concepts used to describe feelings</li> <li>• Begin to formulate personal values based on the perception and reaction to the expressive qualities of dance</li> <li>• Evaluate personal artistic creations and those of others using appropriate vocabulary</li> <li>• Reflect on, interpret, and revise own work and/or works of others in dance</li> </ul>
--	---

<p><b>Specific Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>AH-E-2.2.12</b> – Perform traditional folk dances, square dances and ethnic dances</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Performing traditional folk dances, square dances and ethnic dances (Native American, West African, American folk)</li> <li>• Discussing and writing about different cultures and their dances</li> <li>• Discussing and writing about different purposes of dance</li> <li>• Watching and analyzing different dances using appropriate terminology</li> <li>• Discussing and writing about the history and origin of specific dances</li> <li>• Discussing and writing about dance as a way of expressing the culture and history of a particular group of people</li> </ul>
---

<p><b>Critical Vocabulary:</b>  Ceremonial, recreational, artistic, folk, ethnic, formal design, style, performance practice</p>
--