

DRAFT



PENINSULA SCHOOL DISTRICT

Dance Curriculum

Grades K-5

MATRIX

**PENINSULA SCHOOL DISTRICT
Dance Curriculum Grades K – 5
MATRIX**

Draft



1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

(EALR)	A Peninsula Kindergarten student will: (from the Frameworks)	A Peninsula 1 st grade student will: (from the Frameworks)	A Peninsula 2 nd grade student will: (from the Frameworks)	A Peninsula 3 rd grade student will: (from the Frameworks)	A Peninsula 4 th grade student will: (from the Frameworks)	A Peninsula 5 th grade student will: (from the Frameworks)
1.1.1 Understand art concepts and vocabulary						
<u>Elements</u> <i>space</i> <i>time</i> <i>energy/force</i>	<ul style="list-style-type: none"> • Demonstrate fast and slow movement (time) • Demonstrate movement using a variety of sizes and directions (space) • Demonstrate walk, gallop, hop, jump, crawl, and roll (locomotor movements) 	<ul style="list-style-type: none"> • Create movement using a variety of levels (space) • Create straight, curved, and bent shapes with the body (space) • Demonstrate skip and leap (locomotor movements) • Demonstrate swing, stretch, bend, and twist (non-locomotor movements) • Name and move various parts of the body 	<ul style="list-style-type: none"> • Create and perform movement using straight, curved, and zigzag pathways (space) • Create movement that represents basic prepositional relationships such as above, below, around, between, etc. (space) • Create a wide variety of shapes with the body, such as wide, narrow, crooked, flat, etc. (space) 	<ul style="list-style-type: none"> • Maintain a steady beat to music (time) • Create symmetrical/asymmetrical shapes with the body (space) • Create and perform movement with focus • Create and perform smooth and sharp movements (energy) 	<ul style="list-style-type: none"> • Identify and describe the elements of dance used in the dances of others • Demonstrate coordination crossing the center line of the body, including the grapevine pattern (locomotor and non-locomotor movement) • Create movement that includes positive and negative space (space) • Create and perform heavy and light movement (energy) 	<p>Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts</p> <ul style="list-style-type: none"> • Perform movement which includes accent and rest (time) • Create and perform free and controlled movement (energy)

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1.1.2 Understand arts concepts and vocabulary						
<u>Principles of Organization</u> <i>repetition</i> <i>form/design</i> <i>theme</i>	<ul style="list-style-type: none"> Translate simple ideas and stories into movement 	<ul style="list-style-type: none"> Repeat patterns of movement (repetition) 	<ul style="list-style-type: none"> Create movement sequences with a beginning, middle, and end (form) 	<ul style="list-style-type: none"> Create basic movement sequences using ABA, echo, canon (form) 	<ul style="list-style-type: none"> Improvise movement using the elements of dance Identify the theme or main idea in the dances of others 	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Create a simple dance, combining a variety of dance elements and principles of organization (choreography)
1.2 Develop arts skills and technique						
	<ul style="list-style-type: none"> Move safely through space, individually and in a group Respond to stop, go, and freeze signals Demonstrate circles and lines in a group Move spontaneously to a variety of sounds/music 	<ul style="list-style-type: none"> Demonstrate focus and concentration while moving 	<ul style="list-style-type: none"> Create and replicate movement through mirroring and shadowing Create and perform simple combinations of locomotor and non-locomotor movements Perform simple dances in small groups 	<ul style="list-style-type: none"> Achieve balance through concentration and muscle control Demonstrate safe and appropriate stretching techniques Move various parts of the body separately 	<ul style="list-style-type: none"> Describe how dance improves strength, flexibility, and cardiovascular fitness Perform sequences of movement from memory 	Benchmark 1 Identify and use basic arts skills and techniques <ul style="list-style-type: none"> Explain the purpose of warming up before dancing Explain the importance of correct posture to health and movement safety Perform an original dance from memory

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1.3 Understand and apply arts styles from various artists, cultures, and times						
	<ul style="list-style-type: none"> Describe a specific artwork 	<ul style="list-style-type: none"> Describe the differences between two artworks 	<ul style="list-style-type: none"> Recognize that artworks have differing styles 	<ul style="list-style-type: none"> Describe the differences in style between two artworks 	<ul style="list-style-type: none"> Describe the attributes of artworks used by specific artists or cultures 	Benchmark 1 Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary
1.4 Apply audience skills in a variety of arts settings and performances						
	<ul style="list-style-type: none"> Demonstrate self-control 	<ul style="list-style-type: none"> Demonstrate how to focus attention 	<ul style="list-style-type: none"> Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> Demonstrate audience response skills 	<ul style="list-style-type: none"> Demonstrate respect for the artist 	Benchmark 1 Demonstrate audience conventions in a variety of arts settings and performances

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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts						
<ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self-evaluation • Refine work based on feedback • Present work to others 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<p>Benchmark 1 Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process

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2.2 Apply a performance process in the arts						
<ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<p>Benchmark 1 Develop work using a performance process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process

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2.3 Apply a responding process to an arts presentation						
<ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<p>Benchmark 1 Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process

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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings						
	<ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how feelings are expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas and feelings are expressed through the arts 	Benchmark 1 Express ideas and feelings through the arts
3.2 Use the arts to communicate for a specific purpose						
	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., commemorate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) 	Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction
3.3 Develop personal aesthetic criteria to communicate artistic choices						
	<ul style="list-style-type: none"> Use personal favorites in artwork 	<ul style="list-style-type: none"> Identify personal aesthetic choices 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by culture 	Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work (Essential Academic Learning Requirement)

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4.1 Demonstrate and analyze the connections among the arts disciplines						
	<ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e., pattern) 	<ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) 	<ul style="list-style-type: none"> Demonstrate how an idea can be presented through various arts disciplines 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Demonstrate skills and process common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) 	Benchmark 1 Describe skills, concepts, and vocabulary common among arts disciplines
4.2 Demonstrate and analyze the connections between the arts and other content areas						
	<ul style="list-style-type: none"> Recognize that art concepts occur in other content areas 	<ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learning in other content areas 	<ul style="list-style-type: none"> Identify steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes) 	Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas
4.3 Understand how the arts impact lifelong choices						
	<ul style="list-style-type: none"> Identify examples of arts in the classroom/school 	<ul style="list-style-type: none"> Identify how the arts impact home/family choices 	<ul style="list-style-type: none"> Identify examples of arts in the community 	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identify and analyze how the arts impact consumer choices 	Benchmark 1 Analyze how the arts impact personal and community choices
4.4 Understand that the arts shape and reflect culture and history						
	<ul style="list-style-type: none"> Describe a specific artwork in the classroom/school 	<ul style="list-style-type: none"> Describe a specific artwork from home/family 	<ul style="list-style-type: none"> Describe a specific artwork in the community 	<ul style="list-style-type: none"> Recognize that artworks reflect culture 	<ul style="list-style-type: none"> Identify general attributes of artworks from a specific culture 	Benchmark 1 Identify specific attributes of artworks that reflect culture
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
	<ul style="list-style-type: none"> Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately 	<ul style="list-style-type: none"> Maintain focus and demonstrates perseverance 	<ul style="list-style-type: none"> Identify career roles in the arts Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> Practice/rehearse to refine arts skills 	Benchmark 1 Describe career roles in the arts <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work