

# K-8 Texas Dance Guidelines

PERCEPTION - The student develops an awareness of the body's movement, using sensory information while dancing.									
	K	1	2	3	4	5	6	7	8
<b>Basic Kinesthetic and Spatial Awareness with Others</b>	Develop an awareness of general and personal space while moving in a group.	Practice awareness of personal and general space while moving in different directions and levels.	Demonstrate awareness of personal and general space while changing speeds and directions.	Apply movement dynamics while traveling in a variety of directions maintaining awareness of personal and general space/formations.	Identify and demonstrate the relationship of one's personal space in relation to others in specific groupings.	Dance independently with awareness of one's personal and general space while demonstrating the ability to contrast a partner's movement.	Improve using a variety of movement relationships between dancers.	Create design others in relation to	Perform with an awareness of proximity and interconnectedness between dancers.
<b>Sensitivity toward Others when Working in Groups</b>	Develop the ability to follow a leader and to lead a line.	Work with a partner to demonstrate the ability to lead and follow.	Create a variety of spatial relationships leading and following a partner.	Participate in decision making while working in a small group by both listening and sharing.	Respect individual differences and multiple solutions to problems.	Collaborate in finding multiple solutions to problems.	Develop the ability to work constructively and work while creating a position.	Exhibit sensitivity toward group members.	Maintain a cooperative and respectful attitude while working independently in a small group.
<b>Dance Etiquette</b>	Follow classroom rules and procedures.	Demonstrate respectful listening skills and movement directions in class.	Demonstrate respectful behavior as a performer and audience member.	Focus and reflect on basic instructions during class rehearsal and performance.	Demonstrate effective communication and respect for others.	Perform with awareness of others, a respect for the studio space.	Reflect on complex feedback during class, rehearsal, and performance.	Maintain a respectful attitude, and respond to feedback in the studio.	Engage in self-reflection and feedback to improve performance.
<b>Wellness</b>	Understand the relationship between the USDA Food Guide Pyramid and movement potential.	Recognize that muscles and bones work together to produce movement.	Observe and describe the immediate effect of dance/movement on the heart and breathing rate.	Comprehend the relationship between physical activity and muscular development.	Understand the relationship between developing cardiovascular fitness, mobility, and strength.	Identify the relationship between movement and a variety of health guidelines.	Examine the effects of substance abuse on personal health, decision-making, and physical performance.		
<b>Body Science/Somatic Application</b>	Demonstrate lateral and cross lateral movement.	Demonstrate the ability to balance while standing on one or two legs.	Articulate the relationship between coordination and movement.	Identify specific body parts that contribute to movement, e.g., head, neck, torso, arms, legs, feet.	Describe weight, balance, and alignment and demonstrate the relationship between these elements and movement.	Integrate breath support in performing movement.	Develop kinesthetic sensations while performing.	Demonstrate the underlying principles of movement, e.g., alignment, balance, weight shifts, and articulation of isolated body parts.	
<b>Dance Movement Skills</b>	Explore basic locomotor movement, e.g., walk/march, run, hop, jump, skip, gallop, slide, leap, and non-locomotor movement, e.g., bend, stretch, sway, twist, and stillness.	Combine movements to create a sequence, e.g., walk, hop, jump, skip, gallop, slide, leap, and non-locomotor movement.	Demonstrate basic locomotor skills, e.g., walk, hop, jump, skip, gallop, slide, leap, and non-locomotor movement.	Explore smooth transitions between locomotor skills, e.g., walk, hop, jump, skip, gallop, slide, leap, and non-locomotor movement.	Explore grounded movement such as swings, over/under curves, and body isolations.	Combine non-locomotor and locomotor movements while applying movement principles of torque and rotation to explore a variety of turns.	Execute simultaneous and sequential movement patterns demonstrating agility and coordination.	Perform a variety of centered and off-centered movements.	
CREATIVE EXPRESSION - The student explores knowledge of dance and identifies choreographic processes and forms in a variety of genres.									
	K	1	2	3	4	5	6	7	8
<b>1. The student will explore knowledge of dance elements, styles, and genres.</b>	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.
<b>Dance Genres</b>	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.	Identify knowledge of dance elements, styles, and genres.
<b>Dance Composition Elements</b>	Explore various dance elements and pathways, e.g., backwork, basic locomotor, and non-locomotor.	Explore use of levels, shapes and varied pathways using basic locomotor and non-locomotor movements.	Explore use of energies for movement expression, e.g., dab, wing, punch, slash, flex, glide, flick, press.	Experience a variety of tempo and accent changes in short movement phrases.	Manipulate space, time, and energy in simple movement sequences.	Develop memorization and sequencing of movement with balance and body parts.	Demonstrate dance elements in composition.	Demonstrate original choreography.	Demonstrate original choreography.
<b>Experimentation</b>	Explore movement to a variety of sensory stimuli such as sight, sound, and touch.	Recognize that dances are designed with elements of art such as patterns and design.	Connect to ideas, characters, and situations found in stories, books, and/or poetry through movement.	Create movement experiences relating the elements of art to elements of dance, e.g., texture, balance, shape.	Respond to other art forms, e.g., writing, or music.	Discover movement forms and art forms.	Conduct a movement study based on an art form.	Integrate art forms, such as music, visual images, and dramatic themes into a dance composition.	
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<b>2. The student will explore choreographic principles as a way to create and communicate meaning through movement.</b>	Explore movement in response to various verbal and sensory stimuli, e.g., pictures, words, objects, nature images, or ideas.	Create movement expressing ideas or emotions, e.g., character's story, seasonal changes, or natural images.	Create simple sequences using pathways representing organic transportation, cycles.	Explore movement using pathways representing organic transportation, cycles.	Explore movement using pathways representing organic transportation, cycles.	Explore movement using pathways representing organic transportation, cycles.	Explore movement using pathways representing organic transportation, cycles.	Explore movement using pathways representing organic transportation, cycles.	Explore movement using pathways representing organic transportation, cycles.
<b>Choreographic Processes</b>	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.	Create movement based on a historical timeline.
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<b>3. The student will demonstrate knowledge of dance performed on stage.</b>	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.
<b>Performance</b>	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.	Recognize that dance requires rehearsal.
<b>Production</b>	Experience various venues, e.g., malls, parks, schools.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.	Recognize that stage lighting and stage design create a mood or scene for dance.
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<b>4. The student will demonstrate knowledge of various musical elements.</b>	Clap and move in time to a simple rhythmic beat such as 2/4 marching time.	Explore moving to a musical beat and responding to changes in the melody and tempo.	Create and imitate movement in response to selected rhythms, beats, and tempos.	Recognize and move in 3/4 and 6/8 time signatures.	Demonstrate movement changes in response to melodic and rhythmic patterns.	Recognize rhythmic patterns and syncopation.	Perform dance and syncopation.	Perform dance and syncopation.	Perform dance and syncopation.
<b>Music</b>	Clap and move in time to a simple rhythmic beat such as 2/4 marching time.	Explore moving to a musical beat and responding to changes in the melody and tempo.	Create and imitate movement in response to selected rhythms, beats, and tempos.	Recognize and move in 3/4 and 6/8 time signatures.	Demonstrate movement changes in response to melodic and rhythmic patterns.	Recognize rhythmic patterns and syncopation.	Perform dance and syncopation.	Perform dance and syncopation.	Perform dance and syncopation.
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<b>5. The student applies technology to dance and movement.</b>	Recognize appropriate use and care for video and audio equipment.	View cultural/historical dances on video/DVD.	Select images from the Internet for a creative movement study.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.
<b>Technology</b>	Recognize appropriate use and care for video and audio equipment.	View cultural/historical dances on video/DVD.	Select images from the Internet for a creative movement study.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.	Create a multimedia presentation based on research choreography.
HISTORICAL/CULTURAL HERITAGE - The student demonstrates an understanding of cultural, historical, and diverse dance forms.									
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<b>Cultural Heritage</b>	Recognize that dances are performed to express special events.	Recognize that dances are performed to express special events.	Identify dances representative of cultural heritage.	Recognize the relationship between dance, history, climate, and geography of the country of origin.	Recognize dances from twentieth century, e.g., modern, jazz, tap, and social dances.	Describe the cultural significance as communicated through dance movement.	Compare the styles and movements of a variety of cultural dances in relationship to the elements of dance.	Compare and contrast the values and beliefs reflected in dances from a variety of cultures and historical periods.	
<b>Cultural Performance</b>	Perform songs and play instruments.	Perform songs and play instruments.	Perform folk/world dances representative of American and Texas Heritage, e.g., Schottische, two-step, square dance.	Perform selected European folk dances.	Explore movement characteristics of African and Mexican folk dance.	Perform and teach a dance representative of one's heritage or environment.	Refine stylistic interpretation of mannerisms and movement characteristics of a folk/world dance for performance.		
<b>Historical</b>	Identify the cultural and historical contexts of various dances within a community.	Identify the cultural and historical contexts of various dances within a community.	Identify excerpts of dances representing the classical period, e.g., Sleeping Beauty, Nutcracker, and Swan Lake.	Connect influences of diverse cultures of Texas to its history and dance.	Identify personalities that contributed to the development of dance in the 20th Century.	Identify the key figures in the development of classical ballet.	Research and identify the contributions of Texas dance artists, e.g., Alvin Ailey, Tommy Tune, Debbie Allen, Ben Stevenson, James Closser.	Identify the key figures and their contributions to the development of 20th Century American modern dance.	
RESPONSE/EVALUATION - The student forms opinions about dance's forms, meaning, and role in society.									
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<b>Response</b>	Verbalize responses to dances.	Compare how dance is different from other forms of human movement, e.g., sports, everyday gestures.	Compare how dance movements are similar or different using dance terminology.	Apply appropriate dance terminology when observing and identifying dance movements.	Incorporate appropriate movement vocabulary when describing dance.	Identify major movement ideas and elements using dance terminology.	Design and apply criteria for responding to the quality and effectiveness of dance performances.	Analyze how theatrical elements such as lighting and costuming affect the meaning of a dance.	Compare the content, intent, and choreographic structures used by various 20th Century American choreographers.
<b>Evaluation</b>	Observe a dance and predict movement or outcome.	Recognize the beginning / middle / end of a dance and relate to a story.	Observe and compare vocations in dance.	Apply simple criteria to identify Texas dance history.	Relate and analyze concepts studied in science and/or math class to an original movement study to form conclusions about intent and meanings.	Compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre.	Analyze and critique a movement study based on ideas from another subject area.	Interpret, evaluate, and justify artistic decisions and personal dance works.	