

# Delaware Recommended Curriculum



# Dance

Grade-Level Expectations & Proficiency-Level Expectations

# Dance

## Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors

Definitions for the terms Introduce, Develop, Demonstrate Proficiency, and Extend used on the developmental matrix are adapted from the Revised Blooms Taxonomy (2001). These definitions represent a hierarchy of objectives that stratify artistic and cognitive student expectations into learning that scaffolds from the simplest artistic behaviors to the most complex.

### **INTRODUCE (I)**

Expose students to artistic concepts and skills for the first time.

- Students move from unfamiliarity with artistic concepts and skills to the Remembering/Knowledge level
- Learning descriptors: describe, recognize, identify, retrieve, name, recall, list

### **DEVELOP (D)**

Facilitate continued growth of students' artistic capabilities.

- Students proceed from the Remembering/Knowledge level of learning to the Understanding/Comprehension level
- Learning descriptors: interpret, summarize, outline, paraphrase, explain, compare, contrast

### **PROFICIENT (P)**

Students demonstrate evidence of artistic attainment.

- Students progress from the Understanding/Comprehension level of learning to the Analyzing/Evaluating/Creating level through the transfer of knowledge, skills and understanding into another familiar situation
- Learning descriptors: implement, carry out, use, solve, examine, classify

### **EXTEND (E)**

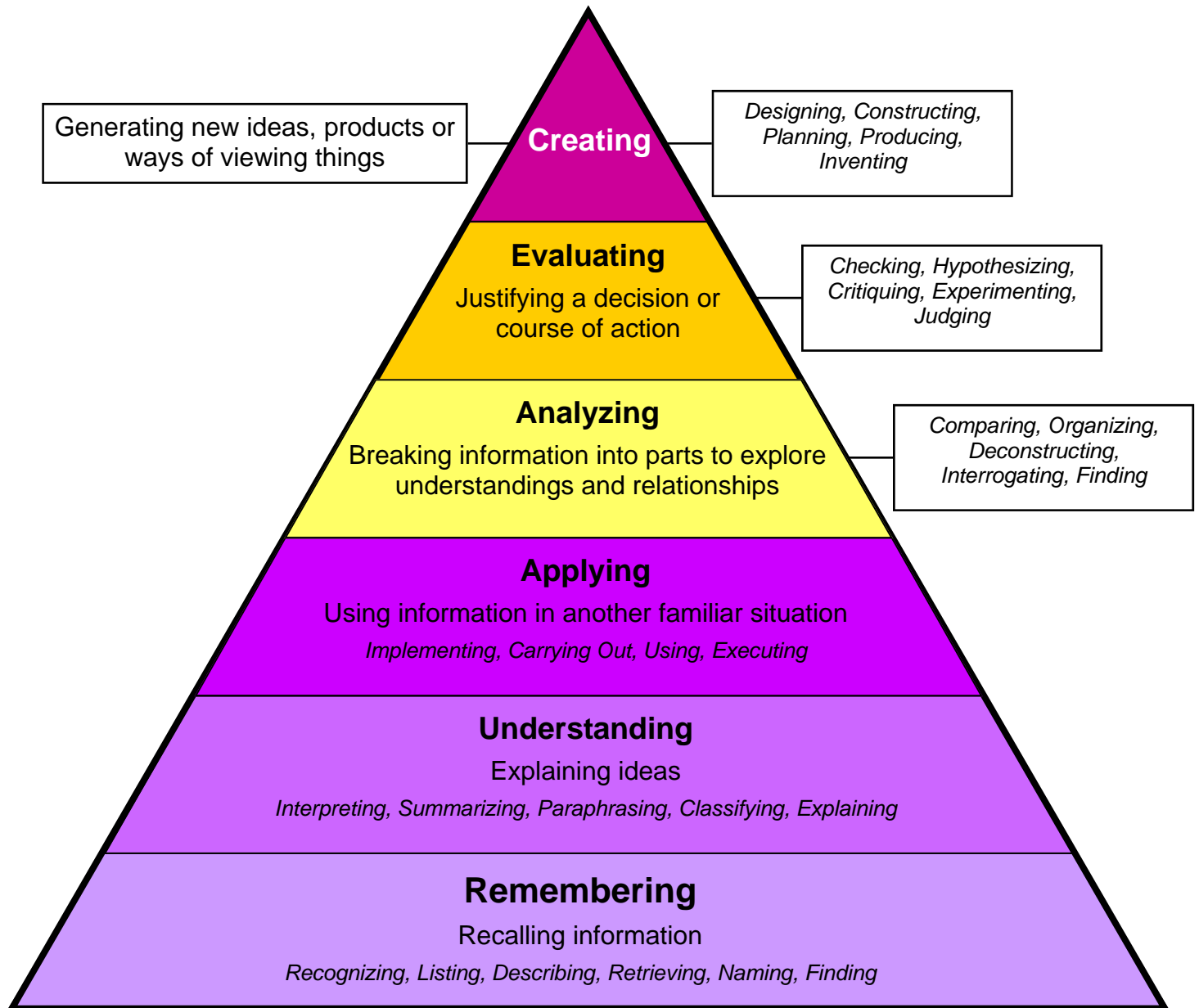
Provide students with opportunities for heightened artistic engagement.

- Students advance to the Analyzing/Evaluating/Creating level of learning through the creation and the generation of new products, ideas and ways of viewing things in unfamiliar contexts
- Learning descriptors: generalize, infer, organize, investigate, construct, invent, elaborate, justify, predict, critique, plan, perform, create

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<sup>1</sup>Anderson, L.W., & Krathwohl, D.R. (Eds). (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

# Bloom's Revised Taxonomy





# Dance

## Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors

### Overarching Essential Questions:

- When does movement become dance?
- How is dance movement in space over time?

### Standard 1: Identifying and demonstrating movement elements and skills in performing arts

### Enduring Understandings:

Following instruction students will understand that:

- Dance requires an entire repertoire of movement.
- The dancer utilizes music for rhythm and tempo.
- Dance can be notated and recorded for interpretation and performance.
- To become a skilled performer requires persistence.

### Essential Question:

- To what extent is dance more than a human trait?

Grade-Level Expectations (GLEs)							Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.1	Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse)	I	D	P				E							
1.2	Demonstrate accuracy in moving to a musical beat and responding to changes in tempo	I	D	P				E							
1.3	Demonstrate eight basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward, backward, sideward, diagonally, turning	I	D		P				E						
1.4	Transfer rhythmic patterns from the aural to the kinesthetic	I	D		P				E						

**I - Introduce**

**D - Develop**

**P - Proficient**

**E - Extend**

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced									
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+		
1.5	Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)	I	D				P		E								
1.6	Execute basic movement phrases individually and in a group	I	D				P		E								
1.7	Transfer spatial patterns from the visual to the kinesthetic	I	D				P		E								
1.8	Memorize and reproduce extended movement sequences			I		D	P		E								
1.9	Execute techniques from different genres/ styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)		I	D				P	E								
1.10	Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases						I	D	P	E							
1.11	Demonstrate the ability to remember extended movement sequences					I	D	P	E								
1.12	Identify and apply longer and more complex sequences from different genres/ styles (e.g., ballet, modern dance, jazz, tap, multi-cultural)						I	D	P	E							

**I - Introduce**

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**Standard 1: (continued)**

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.13	Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility and coordination in locomotor and axial movements						I		D		P	E			
1.14	Refine technique through self-evaluation and correction						I		D		P	E			
1.15	Create a warm-up and explaining how it prepares the body and mind for dance										I	D	P	E	

**I - Introduce      D - Develop      P - Proficient      E - Extend**



## Standard 2: Understanding choreographic principles, processes and structures

### Enduring Understandings:

Following instruction students will understand that:

- Dance has structure.
- Dance may be choreographed for one, two or many.
- Improvising is achieving a balance of technique, listening, understanding, communicating and responding.

### Essential Questions:

- What can best be communicated through dance?
- Are there limits to dance as a medium of expression?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
2.1	Demonstrate basic partner skills (e.g., copying, leading and following, mirroring)	I	D	P					E						
2.2	Improvise, create and perform dances based on original ideas and concepts from other sources	I	D	P					E						
2.3	Use improvisation to generate movement for choreography	I	D				P		E						
2.4	Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end)	I	D				P		E						
2.5	Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies		I	D				P	E						
2.6	Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)		I	D				P	E						

**I - Introduce**

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
2.7	Work alone, with a partner and in a small group during the choreographic process				I	D			P	E					
2.8	Initiate dance composition using improvisational skills				I	D				P	E				
2.9	Communicate emotional themes through dance				I	D				P	E				
2.10	Create and perform movement phrases while connecting to other disciplines (e.g., sound, music, and spoken text)					I			D	P	E				
2.11	Demonstrate clarity, musicality and stylistic nuance while performing dance compositions					I			D		P	E			
2.12	Create and identify transitions within and between movement phrases					I			D		P	E			
2.13	Demonstrate the processes of reordering and chance using movement phrases								I	D	P	E			
2.14	Perform partner skills in a dance (e.g., opposition, contrasting and complementary shapes, support, counter-balance, counter-tension)								I	D	P	E			

**I - Introduce**

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## Standard 3: Understanding dance as a way to create and communicate meaning

### Enduring Understandings:

Following instruction students will understand that:

- Dancers create for themselves and others.
- Dance is dependant on the point of view of the artist and the dancer.

### Essential Questions:

- What is characteristic of the best choreography?
- How is culture bound is choreography?
- How can dance best be preserved across time?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
3.1	Take an active role in a class discussion about interpretations of and reactions to a dance	I	D		P				E							
3.2	Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance	I	D		P				E							
3.3	Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance	I	D		P				E							
3.4	Demonstrate the difference between pantomiming and abstracting a gesture		I	D		P				E						
3.5	Create a dance that effectively communicates a contemporary social theme					I	D	P	E							
3.6	Compare and contrast how meaning is communicated in two personally choreographed works					I	D	P	E							

**I - Introduce**

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
3.7	Formulate and answer questions about how movement choices communicate abstract ideas in dance						I		D		P				
3.8	Relate how personal experience influences the interpretation of a dance						I		D		P				
3.9	Present original dances to peers and articulate their creative process							I	D		P				
3.10	Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives									I	D	P			

**I - Introduce**

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## Standard 4: Applying and demonstrating critical and creative thinking skills in dance

### Enduring Understandings:

Following instruction students will understand that:

- There are multiple solutions to a movement problem.
- Dance can be planned, analyzed and refined.
- Dancers create for themselves and others.
- Dance skills can be applied to school and work.

### Essential Question:

- To what extent is dance creative and to what extent is it deliberately ritualized?

Grade-Level Expectations (GLEs)		Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced													
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
4.1	Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way	I	D	P											
4.2	Discuss how skills developed in dance are applicable to a variety of careers	I	D	P											
4.3	Observe and discuss how dance is different from other forms of human movement (e.g., sports, everyday gestures)	I	D		P										
4.4	Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)	I	D		P										

**I - Introduce**

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
4.5	Explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice	I	D				P			E						
4.6	Create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice				I	D	P		E							
4.7	Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions						I	D	P	E						
4.8	Describe how a choreographer manipulates and develops the basic movement content in a dance						I	D	P	E						
4.9	Identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)						I	D	P	E						
4.10	Analyze the style of a choreographer or cultural form; then create a dance in that style						I	D	P	E						

**I - Introduce**

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
4.11	Analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance						I		D	P	E				
4.12	Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others						I		D		P	E			
4.13	Formulate and answer aesthetic questions (e.g., Why do I think this dance is successful?)								I	D			P	E	

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## Standard 5: Demonstrating and understanding dance in various cultures and historical periods

### Enduring Understanding:

Following instruction students will understand that:

- Dance is evident in many cultures, times and places.

### Essential Questions:

- To what extent is dance timeless?
- To what extent is it very history-bound?
- When is dance conservative and comforting, and when is it radical and threatening?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
5.1	Perform folk dances from various cultures	I	D				P			E						
5.2	Perform a broad spectrum of American historical folk, social and/or theatrical dances				I	D	P		E							
5.3	Compare and contrast dance steps and movement styles from a variety of cultures					I	D		P	E						
5.4	Analyze the historical traditions and evolution of dance genres/styles (e.g., Ballet, modern, multi-cultural, jazz)						I		D	P	E					
5.5	Reflect on dance in a particular culture and time period						I		D	P	E					
5.6	Describe the role of dance in at least two different cultures or time						I		D	P	E					
5.7	Analyze and evaluate how dance and dancers are portrayed in contemporary media				I	D				P	E					

**I - Introduce**

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
5.8	Analyze similarities and differences between two theatrical forms in dance						I		D		P		E		
5.9	Report on the sociological and cultural impact of dance and/or dancers throughout time						I		D		P		E		
5.10	Adapt and elaborate on a multicultural dance of a different time or culture; sharing the dance and it's context with peers						I		D			P	E		

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## Standard 6: Making connections between dance and healthful living

### Enduring Understandings:

Following instruction students will understand that:

- The dancer uses the human body as the instrument for creation.
- Specific lifestyle choices and practices will determine the effectiveness of the dancer.

### Essential Question:

- When does dance heal and when does it hurt?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
6.1	Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples	I	D				P		E						
6.2	Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals				I	D			P	E					
6.3	Explore barriers that impede progress and personal growth in dance						I		D	P	E				
6.4	Discuss challenges facing professional performers in maintaining healthy lifestyles						I		D	P	E				
6.5	Explain strategies to prevent dance injuries						I		D		P	E			
6.6	Communicate how lifestyle choices impact the dancer's physical and psychological well-being								I	D		P	E		

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## Standard 7: Making connections between dance and other disciplines

### Enduring Understandings:

Following instruction students will understand that:

- Dance is one among many forms of communication.
- Dance is a vehicle for communicating kinesthetically.

### Essential Questions:

- To what extent does history influence dance?
- To what extent does kinesthetic communication differ from other disciplines?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
7.1	Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)	I	D			P			E						
7.2	Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry)	I	D			P			E						
7.3	Create a project that reveals similarities and differences between the arts	I	D			P		E							
7.4	Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing			I	D			P	E						
7.5	Compare and contrast examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)				I	D		P	E						

**I - Introduce      D - Develop      P - Proficient      E - Extend**

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
7.6	Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines						I		D		P		E			
7.7	Compare one choreographic work to one other art work from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context						I		D		P		E			
7.8	Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project						I		D		P		E			
7.9	Identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning								I		D		P		E	
7.10	Create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video, dance, video/computer-aided live performance or animation)										I		D		P	E

**I - Introduce**

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