

<p>a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.</p> <p>b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.</p> <p>c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).</p>	<p>a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.</p> <p>b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).</p>	<p>a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.</p> <p>b. Relate quick, moderate and slow movements to duration in time.</p>	<p>a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and</p>
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fall, a jolly jump, and joyful

NATIONAL CORE ARTS STANDARDS

Discipline: Dance

Artistic Process: Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Process Component: Express

Enduring Understanding: *Space, time, and energy* are basic elements of dance.

Essential Question: How do dancers work with *space, time and energy* to communicate *artistic expression*?

3 rd DA:Pr4.13	4 th DA:Pr4.1.4	5 th DA:Pr4.1.5
<p>a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and <i>negative space</i>. Perform movement sequences in and through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised <i>locomotor</i> and <i>non-locomotor</i> movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p> <p>c. Change use of energy and <i>dynamics</i> by modifying movements and applying specific characteristics to heighten the effect of their intent.</p>	<p>a. Make static and dynamic shapes with positive and <i>negative space</i>. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p>b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to <i>tempo</i> changes as they occur in dance and music.</p> <p>c. Analyze movements and phrases for use of <i>energy</i> and <i>dynamic</i> changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of <i>movement characteristics</i>.</p>	<p>a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other bo</p>

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6th		7th		8th	
DA:Pr4.1.6		DA:Pr4.1.7		DA:Pr4.1.8	

- a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.
- b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.

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