

K-12 Dance Family Guide

The state of Wisconsin sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand those standards and partner with teachers to support your child's learning in grades kindergarten through twelfth. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Dance

The overall focus of dance is to build students' skills and knowledge through experiential dance activities that create, perform, respond, and connect.

Samples of Activities to Support Learning in Grades K-2 *I can...*

CREATE

- Explore movement inspired by a variety of stimuli.
- Explore shapes and movements using parts of the body.
- Share ideas with a partner to explore movement inspired by a variety of stimuli.

RESPOND

- Demonstrate an understanding of movement words.
- Describe how movement evokes feelings and ideas.
- Identify specific components of the performance.
- Demonstrate developmentally appropriate etiquette skills with guidance in response to a performance.

PERFORM

- Demonstrate developing body awareness and alignment for locomotor and non-locomotor movement.
- Explore use of whole or isolated body movement with changes in feelings or elements of dance.
- Develop developmentally appropriate rehearsal skills in a practice and performance.
- Explore developmentally appropriate interactions with choreography, expression and production elements.

CONNECT

- Explore how dance relates to self, others, and the world.
- Identify and describe multiple dance professions.
- Identify how dance connects to other content areas.
- Identify how dance can make your mind and body feel good.

Questions to Support Learning

I See, Think, Wonder

- What do you see in dance?
- What do you think about dance?
- What do you wonder about dance and dancers?

Dance

The overall focus of dance is to build students' skills and knowledge through experiential dance activities that create, perform, respond, and connect.

Ideas of What I Might Learn and Do in Grades 3 - 5

I can...

CREATE

- Invent movement inspired by a variety of stimuli.
- Assemble movements to explore the elements of dance (space, time, and dynamics).
- Cooperate with small peer groups using movement inspired by a variety of stimuli.

RESPOND

- Identify dance specific vocabulary through verbal, physical, written, and/or digital means.
- Explain how movement communicates feelings and ideas through examples.
- Describe the various components and movement characteristics of the performance.
- Demonstrate developmentally appropriate etiquette skills with guidance in response to a performance.

PERFORM

- Demonstrate general body awareness, alignment, and kinetic awareness using more complex locomotor and non-locomotor movement.
- Express ideas and feelings through the elements of dance.
- Exercise developmentally appropriate rehearsal skills in a practice and performance while applying guided feedback.
- Execute developmentally appropriate interactions with choreography, expression and production elements.

CONNECT

- Explain how dance relates to self, others, and the world.
- Examine dance professions and describe how dance skills translate to other careers.
- Explore how dance and other content areas interrelate.
- Demonstrate an understanding of how dance can influence healthy lifestyle choices.

Questions to Support Learning

I See, Think, Wonder

- What do you see in dance?
- What do you think about dance?

Dance

The overall focus of dance is to build students' skills and knowledge through experiential dance activities that create, perform, respond, and connect.

Ideas of What I Might Learn and Do in Grades 6 - 8

I can...

CREATE

- Improvise a movement phrase inspired by a variety of stimuli that includes a beginning, middle and end.
- Compose a movement study that uses elements of dance and other stimuli (i.e. music, spoken word, objects).
- Identify and use group collaborative strategies necessary to achieve an artistic outcome.

RESPOND

- Demonstrate an understanding of dance elements using proper vocabulary through verbal, physical, written, and/or digital means.
- Examine and relate ways that dances create context and meaning through examples.
- Assess the various components and movement characteristics of the performance.
- Demonstrate independent developmentally appropriate etiquette skills in response to a performance.

PERFORM

- Demonstrate functional alignment, kinetic and body mechanic awareness for complex movement through extended phrases.
- Apply the elements of dance to demonstrate expression or intent.
- Exhibit developmentally appropriate rehearsal skills in a practice and performance while independently applying feedback.
- Demonstrate developmentally appropriate knowledge and interactions with choreography, expression and production elements.

CONNECT

- Investigate dance genres, historical periods, and cultural forms.
- Research dance professions and how dance skills translate to other careers.
- Demonstrate how dance and other content areas interrelate and enhance one another.
- Practice and monitor healthy lifestyle habits through dance.

Questions to Support Learning

I See, Think, Wonder

- What do you see in dance?
- What do you think about dance?
- What do you wonder about dance and dancers?

Dance

The overall focus of dance is to build students' skills and knowledge through experiential dance activities that create, perform, respond, and connect.

Ideas of What I Might Learn and Do in Grades 9 - 12

I can...

CREATE

- Execute movement study based on structured parameters.
- Choreograph a structured movement study that demonstrates concept development.
- Practice cooperative leadership skills that support an artistic outcome.

RESPOND

- Articulate dance elements and their alignment to context using proper vocabulary through verbal, physical, written, and/or digital means (i.e. dance notation system).
- Evaluate how dances create choreographic intent and relationships through multiple examples.
- Synthesize the meaning, intent, technique, and artistry of the performance through critique.
- Demonstrate independent developmentally appropriate etiquette skills in response to a performance.

PERFORM

- Demonstrate functional alignment, kinetic awareness, and understanding of body mechanics in increasingly complex work.
- Articulate a dynamic range of expression through manipulation of the elements of dance to further demonstrate choreographic intent.
- Exhibit advanced rehearsal skills in a practice and performance while independently synthesizing feedback from self and others.
- Articulate knowledge and exhibit professionalism through choreography, artistic intent, and interactions with production elements.

CONNECT

- Integrate knowledge of multiple dance genres, historical periods, and cultural forms into dance practice.
- Experience and investigate dance professions and how dance skills and other careers correlate.
- Research and apply how dance and other content areas influence and inspire each other.
- Integrate dance into a healthy lifestyle with consistent habits.

Questions to Support Learning

I See, Think, Wonder

- What do you see in dance?
- What do you think about dance?
- What do you wonder about dance and dancers?