

## HISD Elementary Curriculum and Development INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix Fine Arts - Dance - Prekindergarten-Grade 5

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| Prekindergarten-Grade 2  | Grades 3-5   |
| Strand 1: Foundations: Perception  |  |
| The student develops an awareness of the body's movement using sensory inform  | nation while dancing. The student is expected to do the following:   |
| <b>DANCE.PK–2.1.1</b> Understand basic kinesthetic and spatial awareness individually and in groups.   | <b>DANCE.3–5.1.1</b> Demonstrate basic kinesthetic and spatial awareness individual and in groups.   |
| <b>DANCE.PK–2.1.2</b> Remember basic dance vocabulary through application of movement sequences within dance elements: body, movement, space, energy, time, and relationships.                                   | <b>DANCE.3–5.1.2</b> Apply basic dance vocabulary and analyze movement sequences within dance elements: body, movement, space, energy, time and relationships.   |
| <b>DANCE.PK–2.1.3</b> Recognize and remember connection between dance and a healthy body.  | <b>DANCE.3–5.1.3</b> Analyze and apply connections between dance fitness, nutrition, and a healthy body.   |
| <b>DANCE.PK–2.1.4</b> Remember and replicate movement and patterns by learning and practicing basic skills of creative movement, dance genres and styles.  | <b>DANCE.3–5.1.4</b> Understand, apply, and build dance technique by practicing basic skills of creative movement, dance genres, styles, or forms.   |
| Strand 2: Creative Expression: The Artistic Process  |  |
| The student develops knowledge and skills of dance elements, choreographic pro to do the following:  | cesses, and forms in a variety of dance genres and styles. The student is expected   |
| <b>DANCE.PK–2.2.1</b> Remember and apply movements that express ideas or emotions individually or in groups.   | <b>DANCE.3–5.2.1</b> Create movement sequences that express ideas and emotions individually and in groups.   |
| <b>DANCE.PK–2.2.2</b> Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: body, movement, space, energy, time, and relationships. | <b>DANCE.3–5.2.2</b> Improvise movement sequences through creative movement, and/or choreograph dance studies in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and/or world dance forms by manipulating dance elements and basic choreographic structures. |
| <b>DANCE.PK–2.2.3</b> Respond through dance movements to musical accents, rhythms, and spatial directions.   | <b>DANCE.3–5.2.3</b> Create movement sequences and/or short dances using musical accents, rhythmical skills, and spatial directions.   |
| <b>DANCE.PK–2.2.4</b> Choose, order, and remember the movements in the sequence with a beginning, middle and end.  | <b>DANCE.3–5.2.4</b> Analyze, design, and apply the order of the movements in the sequence with a beginning, middle, and end through choreographic structures.   |
| Strand 3: Creative Expression: Performance   |  |
| The student develops knowledge and execution of technical dance skills in a variethe following:  | ty of dance genres and styles through performing. The student is expected to do  |
| <b>DANCE.PK–2.3.1</b> Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.                                | <b>DANCE.3–5.3.1</b> Demonstrate kinesthetic awareness when performing movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.   |
| <b>DANCE.PK–2.3.2</b> Remember and practice performance skills with focus, confidence, and projection.   | <b>DANCE.3–5.3.2</b> Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.  |
| <b>DANCE.PK–2.3.3</b> Remember and understand dance stage directions and dance production elements: costumes, stage, props, lights, and set.   | <b>DANCE.3–5.3.3</b> Understand and apply dance stage directions and dance production elements practicing different roles in a formal or in-class dance productions.   |
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## **GLOBAL GRADUATE**





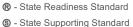














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2021-2022 Vertical Alignment Matrix

Fine Arts - Dance - Prekindergarten-Grade 5

| Prekindergarten-Grade 2  | Grades 3-5   |
|--|--|
| <b>DANCE.PK–2.3.4</b> Understand and remember proper performer, audience, and classroom behavior.  | <b>DANCE.3–5.3.4</b> Understand and apply proper performer, audience, and classroom behavior.  |
| Strand 4: Historical and Cultural Relevance  |  |
| The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to do the following:              |  |
| <b>DANCE.PK–2.4.1</b> Understand the differences in dances through historical periods.   | <b>DANCE.3–5.4.1</b> Analyze and evaluate the differences in dances through historical periods as communicated through dance movement. |
| <b>DANCE.PK–2.4.2</b> Identify and remember a dance representative of one's heritage or environment.   | <b>DANCE.3–5.4.2</b> Perform movement sequences and dances representing one's heritage or environment.                                 |
| DANCE.PK-2.4.3 Recognize and remember the differences in cultural dances.  | DANCE.3-5.4.3 Remember and perform a variety of cultural dances.   |
| DANCE.PK-2.4.4 Apply dance concepts to other content areas.  | <b>DANCE.3–5.4.4</b> Understand and apply dance concepts in various media to other content areas, and/or using technology.             |
| Strand 5: Critical Evaluation and Response   |  |
| The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to do the following: |  |
| DANCE.PK-2.4.1 Understand the differences in dances through historical periods.  | <b>DANCE.3–5.4.1</b> Analyze and evaluate the differences in dances through historical periods as communicated through dance movement. |
| <b>DANCE.PK–2.4.2</b> Identify and remember a dance representative of one's heritage or environment.   | <b>DANCE.3–5.4.2</b> Perform movement sequences and dances representing one's heritage or environment.                                 |
| DANCE.PK-2.4.3 Recognize and remember the differences in cultural dances.  | DANCE.3-5.4.3 Remember and perform a variety of cultural dances.   |
| DANCE.PK-2.4.4 Apply dance concepts to other content areas.  | <b>DANCE.3–5.4.4</b> Understand and apply dance concepts in various media to other content areas, and/or using technology.             |













