



Fine Arts Dance Standards for PreKindergarten through Grade 5

Kindergarten–Grade 2	Grades 3–5
Strand 1: Foundations: Perception	
The student develops an awareness of the body’s movement using sensory information while dancing. The student is expected to do the following:	
DANCE.PK–2.1.1 Understand basic kinesthetic and spatial awareness individually and in groups.	DANCE.3–5.1.1 Demonstrate basic kinesthetic and spatial awareness individual and in groups.
DANCE.PK–2.1.2 Remember basic dance vocabulary through application of movement sequences within dance elements: body, movement, space, energy, time, and relationships.	DANCE.3–5.1.2 Apply basic dance vocabulary and analyze movement sequences within dance elements: body, movement, space, energy, time and relationships.
DANCE.PK–2.1.3 Recognize and remember connection between dance and a healthy body.	DANCE.3–5.1.3 Analyze and apply connections between dance fitness, nutrition, and a healthy body.
DANCE.PK–2.1.4 Remember and replicate movement and patterns by learning and practicing basic skills of creative movement, dance genres and styles.	DANCE.3–5.1.4 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 processes, and forms in a variety of dance genres and styles. The student is expected to do the following:	
DANCE.PK–2.2.1 Remember and apply movements that express ideas or emotions individually or in groups.	DANCE.3–5.2.1 Create movement sequences that express ideas and emotions individually and in groups.
DANCE.PK–2.2.2 Create movement sequences through creative movement, improvisation, and/or dance genres and styles by manipulating dance elements: body, movement, space, energy, time, and relationships.	DANCE.3–5.2.2 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.
DANCE.PK–2.2.3 Respond through dance movements to musical accents, rhythms, and spatial directions.	DANCE.3–5.2.3 Create movement sequences and/or short dances using musical accents, rhythmical skills, and spatial directions.
DANCE.PK–2.2.4 Choose, order, and remember the movements in the sequence with a beginning, middle and end.	DANCE.3–5.2.4 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 variety of dance genres and styles through performing. The student is expected to do the following:	
DANCE.PK–2.3.1 Perform movements from dance genres and styles such as creative movement, ballet, jazz, tap, modern dance, musical theatre dance, and/or world dance forms.	DANCE.3–5.3.1 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.
DANCE.PK–2.3.2 Remember and practice performance skills with focus, confidence, and projection.	DANCE.3–5.3.2 Practice performance skills of memorized dance patterns and improvised movement sequences with focus, confidence, clarity, and expression to convey meaning.



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DANCE.PK–2.3.3 Remember and understand dance stage directions and dance production elements: costumes, stage, props, lights, and set.	DANCE.3–5.3.3 Understand and apply dance stage directions and dance production elements practicing different roles in a formal or in-class dance productions.
DANCE.PK–2.3.4 Understand and remember proper performer, audience, and classroom behavior.	DANCE.3–5.3.4 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:	
DANCE.PK–2.4.1 Understand the differences in dances through historical periods.	DANCE.3–5.4.1 Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.
DANCE.PK–2.4.2 Identify and remember a dance representative of one’s heritage or environment.	DANCE.3–5.4.2 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.	DANCE.3–5.4.4 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–2.5.1 Remember, understand, and perform movement sequences or dances communicating and expressing feelings, concepts, and/or ideas.	DANCE.3–5.5.1 Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings, concepts, and/or ideas.
DANCE.PK–2.5.2 Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.	DANCE.3–5.5.2 Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.
DANCE.PK–2.5.3 Respond to dances verbally or performing to revise movement choices based on feedback and communication of artistic intent.	DANCE.3–5.5.3 Respond and evaluate to dance verbally, in writing, and/or performing to revise movement choices based on feedback and communication of artistic intent.
DANCE.PK–2.5.4 Observe and understand the differences of artistic movement choices and its effects on audience.	DANCE.3–5.5.4 Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.

