

2024-2025 Vertical Alignment Matrix Fine Arts – Dance – Prekindergarten - Grade 5

Prekindergarten–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 individually and in groups.
DANCE.PK–2.1.2 Remember and replicate basic dance vocabulary/skills of varied dance genres through the application of dance elements.	DANCE.3–5.1.2 Identify and execute basic dance vocabulary/skills of varied dance genres through the application of dance elements.
DANCE.PK–2.1.3 Recognize and remember the connection between dance and healthy body and mind.	DANCE.3–5.1.3 Analyze and apply connections between dance fitness, nutrition, and healthy body and mind.
DANCE.PK–2.1.4 Remember and replicate movement and patterns by learning and executing basic skills of creative movement and dance genres.	DANCE.3–5.1.4 Understand, apply, and build dance techniques by practicing basic skills of creative movement, dance genres, and styles.
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 Imitate movements that communicate images, concepts, or emotions from a variety of songs, poems, stories, nature, and environment.	DANCE.3–5.2.1 Create movement sequences to express images, ideas, and emotions derived from a variety of literature sources, nature, and environment.
DANCE.PK–2.2.2 Create movement sequences through creative movement, improvisation, and varied dance genres by manipulating dance elements.	DANCE.3–5.2.2 Improvise and design movement sequences through creative movement and varied dance genres by manipulating dance elements.
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 reproduce the movement phrases and sequences with beginning, middle, and end.	DANCE.3–5.2.4 Create short dances on a variety of themes, ideas, and concepts using basic 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 Recall and perform a range of locomotor and non-locomotor movements with or without props, body patterning, and dance sequences through creative movement.	DANCE.3–5.3.1 Remember and perform a series of movement sequences with or without props, using skills from varied dance genres, styles, and creative movement.
DANCE.PK–2.3.2 Remember and practice basic dance skills with focus, confidence, and projection.	DANCE.3–5.3.2 Practice and perform foundational dance skills of memorized dance patterns and improvised movement sequences with accuracy and performing skills.
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 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 Apply proper performer, audience, and classroom behavior.

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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 and popular culture.	DANCE.3–5.4.1 Analyze and evaluate the differences in dances through historical, social, and cultural contexts, 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 Perform and recognize the differences in cultural, folk, and social dances.	DANCE.3–5.4.3 Explore and perform a variety of cultural, folk, or social dances.
DANCE.PK–2.4.4 Apply dance concepts to other content areas.	DANCE.3–5.4.4 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.K–2.5.1 Remember, understand, and perform movement sequences or dances communicating and expressing images, feelings, concepts, and ideas.	DANCE.3–5.5.1 Analyze, evaluate, and perform movement sequences or dances communicating messages and expressing feelings, concepts, and ideas.
DANCE.K–2.5.2 Identify the dance content, meanings, or social/cultural context within the dance observed or performed.	DANCE.3–5.5.2 Interpret and define dance content, meanings, or social/cultural context within the dance observed or performed.
DANCE.K–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, drawing, or performing to revise movement choices based on feedback and communication of artistic intent.
DANCE.K–2.5.4 Observe and understand the differences in artistic movement choices and their effects on the audience.	DANCE.3–5.5.4 Analyze, evaluate, and apply the differences in artistic choices and their effects on the audience and performer.