



San Diego City Schools – Visual and Performing Arts Department
California State Content Standards – Dance
Core Learnings – Dance – Grades K – 2

1.0 Artistic Perception			
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance			
<i>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</i>			
	Kindergarten	1 st Grade	2 nd Grade
1.1	Build the range and capacity to move in a variety of ways. <ul style="list-style-type: none"> Bend, circle, and/or move all the joints (body parts) in as many directions as possible, independently and together, without moving the feet (axial movement). Understand the boundaries of being and moving without touching another person or object (personal space). 	Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily). <ul style="list-style-type: none"> Perform locomotor and axial movement showing controlled variations in speed (quickly, moderately, and in slow motion; run, walk, gallop, turn, fall, reach, bend, twist). Perform locomotor and axial movement (run, walk, gallop, skip, leap, roll, turn, fall, reach, bend, twist) showing variations in the dance element of force/energy (sharp/smooth, strong/light, tight/loose, push/pull). 	Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll). <ul style="list-style-type: none"> Perform a combination of even (walk, hop) and syncopated (skip) rhythmic movement. Perform combinations of movement that employs level change (jump, run, roll). Vary speed in movement combinations (run fast, slide slowly, gallop briskly).
1.2	Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance). <ul style="list-style-type: none"> Demonstrate the following ways of traveling through general space from point A to point B (locomotor movement): walk, run, gallop, march, jump (on two feet), hop (on one foot). 	Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low). <ul style="list-style-type: none"> Combine a minimum of two shapes or levels (elements of space) while performing locomotor or axial movement (e.g., explore how to move a curved shape across the floor using different levels). 	Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist). <ul style="list-style-type: none"> Demonstrate beginning skills in balance by transferring weight from one foot to the other, moving the body in a pendulum motion, and taking center of gravity off balance while sustaining balance on one foot. Combine three axial movements that emphasize how you move

			(movement qualities e.g., twist, turn, stretch, bend, vibrate, sustain, burst, etc).
1.3	<p>Understand and respond to a wide variety of opposites (e.g., high/low, forward/backward, wiggle, freeze).</p> <ul style="list-style-type: none"> Demonstrate through axial and locomotor movement the following opposites using the entire body: near/far (apart/together), high/low, big/small, over/under, in/out, wiggle/freeze, forward/backward, around/through, open/closed. 	<p>Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).</p> <ul style="list-style-type: none"> Identify the following locomotor movements while performing or watching others perform: run, walk, skip, gallop, slide, march, jump, hop, and leap. Identify the following axial movements while performing or watching others perform: bend, stretch, twist, turn, float, fall, reach, shake, wiggle, and freeze. 	<p>Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p> <ul style="list-style-type: none"> Demonstrate ability to count a series of eight movements (locomotor or axial) and then freeze. Perform two locomotor and two axial movements in combination, varying in speed (run fast, stop and stretch slowly, wiggle lively and float like a balloon in a strong wind). Transform rhythmic patterns of sound into body movements.
1.4	<p>Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p> <ul style="list-style-type: none"> Respond appropriately to a two-part sequential instruction using either axial or locomotor movement (e.g., turn around and touch the ground, gallop around the room and freeze, reach out wide with both arms and then make a small shape). 		<p>Expand the ability to incorporate spatial concepts with movement problems.</p> <ul style="list-style-type: none"> Combine a minimum of four movements incorporating shapes, levels, and directions (space) while performing locomotor or axial movements, (e.g.. move at a low level in a curved shape, make an angular shape on a high level).
1.5			<p>Name a large number of locomotor and axial movements in dance.</p> <ul style="list-style-type: none"> Identify and name ten locomotor and ten axial movements using correct terminology.
<p>2.0 Creative Expression Creating, Performing, and Participating in Dance <i>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</i></p>			
	Kindergarten	1 st Grade	2 nd Grade
2.1	Create movements that reflect a variety of personal experiences	Use improvisation to discover movements in response to a specific	Create and improvise movement patterns and sequences.

	<p>(e.g., recall feeling happy, sad, angry, excited).</p> <ul style="list-style-type: none"> • Create and demonstrate movements that show happiness, sadness, anger, fear, excitement using the whole body as well as facial expression. • Demonstrate emotional response moving around the room (locomotor movement, general space) and staying in place (axial movement and personal space). 	<p>movement problem (e.g., find a variety of ways to walk, create 5 types of circular movements).</p> <ul style="list-style-type: none"> • Improvise moving across the floor in a variety of ways (other than walking) using contrasting levels and changes in force/energy (move slowly like a turtle, quickly like a monkey, move across hot coals or slippery ice, etc.). • Improvise axial movement demonstrating confined or bound energy (e.g., escaping from a tight sleeping bag, breaking out of an egg, etc.). 	<ul style="list-style-type: none"> • Select a variety of locomotor movements and combine to create a movement sequence. • Select a variety of axial movements and combine to create a movement sequence. • Combine a minimum of two locomotor and two axial movements into a movement sequence. • Improvise movement based on directions (e.g., a seed is planted, it grows, it withers, and dies), from a simple verbal instruction.
2.2	<p>Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p> <ul style="list-style-type: none"> • Create movement in response to action words (spin, twist, wiggle, freeze, swing). • Make letter shapes with the body. • Respond to nature and animal sounds (e.g. wind, thunder, birds, reptiles, etc.) with appropriate movement. • Move with an object (e.g., scarf, ribbon, hoop, ball, etc.) in a variety of ways using whole body movement. • Demonstrate geometric shapes with the body (e.g. triangle, circle, square, straight line). 	<p>Respond in movement to a wide variety of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).</p> <ul style="list-style-type: none"> • Make meaning of text, music, and image by creating a variety of locomotor and axial movements. • Create original axial and locomotor movement using an object (e.g., scarf/streamer/ball). 	<p>Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).</p> <ul style="list-style-type: none"> • Use a variety of ways to change a movement idea from one shape to another (e.g., straight line to a circle). • Create a variety ways to change the tempo of a movement sequence. • Create a variety of ways to change the force/energy of a movement sequence. • Create a variety of ways to change the emotion (sad, happy, etc) of a movement sequence. • Create original movement in response to a single visual or auditory prompt.
2.3	<p>Respond spontaneously to different types of music, rhythms, and sounds.</p> <ul style="list-style-type: none"> • Respond to contrasting music with a range of appropriate movement (e.g. strong, steady beat as in a march, smooth and 	<p>Create a short movement sequence with a beginning, middle, and an end.</p> <ul style="list-style-type: none"> • Create a sequence of three movements (representing beginning, middle, and end) that are related to one another, that 	<p>Create a simple sequence of movement with a beginning, middle and an end, incorporating level and directional changes.</p> <ul style="list-style-type: none"> • Create ways to use levels, direction, and shape (elements of space) to combine five movements

	<p>lyrical, fast or slow tempo).</p> <ul style="list-style-type: none"> Respond with movement to a variety of common, everyday sounds (e.g., bells, whistles, sirens, car horns, etc.). 	<p>start and end with stillness.</p>	<p>that relate to one another and has a definite start, longer middle section, and finish (phrase).</p>
2.4		<p>Create shapes and movements at low, middle, and high levels.</p> <ul style="list-style-type: none"> Create a shape and move it from one level to another in a continuous motion. Create a movement (axial or locomotor) at one level and change it to another. Create two different shapes and transform the first into the second in one smooth continuous motion. 	<p>Create shapes and movements, using fast and slow tempos.</p> <ul style="list-style-type: none"> Demonstrate the ability to move from slow to fast, and fast to slow using a variety of axial and locomotor movement ideas.
2.5		<p>Imitate simple movement patterns.</p> <ul style="list-style-type: none"> Reproduce a dance sequence that repeats a minimum of three times using rhythmic, shape, and/or locomotor movement (e.g., four heel touches, four claps, and four jumps while turning around; curvy shape-->wide shape-->high shape; two skips, turn, jump forward; step together, step together, reach and jump up, and land in a small, low shape). 	<p>Develop a dance phrase that has a sense of unity.</p> <ul style="list-style-type: none"> Using a combination of axial and locomotor movements, develop a repeating movement phrase (round). Using a combination of axial and locomotor movements, create a complete movement idea with a start and a finish and explain how the parts relate to each other.
2.6		<p>Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.</p> <ul style="list-style-type: none"> Combine locomotor and axial movements that show happiness, sadness, anger, fear, and excitement as well as facial expression. Identify and create movement that expresses emotion by relating level and energy/force as a motivator (e.g., sad is usually depicted inwardly as smooth and 	<p>Create, memorize, and perform original expressive movements for peers.</p> <ul style="list-style-type: none"> Create movement phrases, with a definite start and finish, rehearse in a group, and perform for classmates.

		low; excitement is usually depicted outwardly as strong, quick and high).	
2.7		<p>Perform improvised movement for peers.</p> <ul style="list-style-type: none"> • Improvise and perform simple axial/locomotor movement patterns and combinations while changing either the level, shape, or energy/force. 	<p>Work cooperatively in small and large groups.</p> <ul style="list-style-type: none"> • Create, share, and perform dance phrases with members of a group. • Demonstrate the ability to transform a movement sequence through full and small group guided practice by manipulating dance elements (e.g., change direction, pattern, tempo, shape) to show choices.
2.8		<p>Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).</p> <ul style="list-style-type: none"> • Participate as an active member of group by contributing to and performing solutions to a movement problem. • Combine a minimum of three movements in a sequence, memorize and perform in a group. 	<p>Demonstrate partner skills (e.g., imitating and leading/following).</p> <ul style="list-style-type: none"> • Demonstrate the ability to lead and follow through mirroring partner exercises. • Move with a partner in a variety of ways (e.g., front to front, back to back, front to back, side to side; traveling, and standing still).
<p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of Dance <i>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</i></p>			
<p><i>Historical and cultural context should be embedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i></p>			
	Kindergarten	1 st Grade	2 nd Grade
3.1	<p>Name and perform folk/traditional dances from the United states and other countries.</p> <ul style="list-style-type: none"> • Recognize and perform group dances done in lines or circles knowing that these are often 	<p>Name and perform folk/traditional dances from other countries.</p> <ul style="list-style-type: none"> • Imitate movement style of folk/traditional dances from three different countries (e.g., Mexico, West Africa, 	<p>Name and perform social and traditional dances from various cultures.</p> <ul style="list-style-type: none"> • Perform a variety of circle, line, and partner dances representing various cultures in

	folk/traditional dances.	Philippines).	your classroom.
3.2		<p>Describe aspects of the style, costumes, and music of a dance.</p> <ul style="list-style-type: none"> Identify the characteristics of three dances (e.g., ballet uses tights, pointe shoes, tutus, and is graceful; Tap uses special shoes, and creates rhythmic sounds through complex footwork; hip hop uses large, baggy clothing, sharp/strong movement, popular music; folk/traditional dance uses lines, groups, circles, and ethnic costumes). 	<p>Explain commonalities among basic locomotor and axial movements in dances from various countries.</p> <ul style="list-style-type: none"> Recognize and discuss how circle, line, and partner dances often share similar foot/leg work (walking, kicking, step touch, skipping, etc.). Recognize and discuss how circle, line, and partner dances use similar movement patterns (forward/backward, in/out, left/right). Recognize and discuss the use of gesture (arm/hand placement, bowing and body position, etc.).
3.3		<p>List commonalities among basic locomotor movements in dances from various countries.</p> <ul style="list-style-type: none"> Identify the similarities and differences in traveling movement in three dances from different countries (e.g., dancers run with pointed toes in ballet, Native American dancers run flatfooted; Irish dancers dance with heels off the ground, African dancers stomp their feet strongly into the ground). 	<p>Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movements).</p> <ul style="list-style-type: none"> Explore even and uneven (syncopated) rhythms through body movement. Discuss the similarities found in rhythms from different cultures.
3.4		<p>Identify where and when people dance.</p> <ul style="list-style-type: none"> Understand that people dance as performers on a stage. Understand that people dance to celebrate special occasions, holidays (e.g., weddings, Quinceaneras, May Day, Cinco de Mayo, etc.). Discuss how and why people dance in their homes, places of worship, community gathering 	<p>Describe dances seen in celebrations and community events.</p> <ul style="list-style-type: none"> Using dance vocabulary of time, space, and energy/force, describe dance sequences seen in traditional, celebratory or current dances. Recognize simple dance phrases and patterns that repeat in traditional, celebratory or current dances.

places, for enjoyment, etc.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

	Kindergarten	1 st Grade	2 nd Grade
4.1	<p>Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p> <ul style="list-style-type: none"> Discuss the differences seen in various dances (solo, pairs, groups, ethnic costumes, special shoes, fast/slow tempo, line and circle formations, and strong and smooth energy). 	<p>Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).</p> <ul style="list-style-type: none"> Talk about dances using basic dance vocabulary such as low, medium and high levels, angular or round shapes, in/out, forward/backward, left/right (direction) and fast/slow (tempo). Identify the following dance styles and describe what makes them recognizable (ballet, tap, hip hop, folk/traditional). 	<p>Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).</p> <ul style="list-style-type: none"> List a variety of dance steps, movement patterns and formations (solo, pairs, groups, lines, circles, repeating phrases, etc.) you see in a dance. Describe the type of energy quality seen (twist, turn, stretch, bend, vibrate, sustain, burst, wiggle) in a dance and the emotion it represents. Identify strong and weak beats within a rhythm pattern (e.g., waltz compared to polka).
4.2		<p>Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).</p> <ul style="list-style-type: none"> Describe what body parts you use and how you use them (strong legs, fast feet, soft arms, quick head movements, etc.). Describe how your body feels dancing two different types of dances (e.g., fast, energetic dances may make you feel tired, hot, or strong, whereas slow dances may make you feel gentle and quiet). Describe how you feel emotionally when dancing two different dances (e.g., hyper, crazy, happy, excited or calm, peaceful, proud, etc). 	<p>Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).</p> <ul style="list-style-type: none"> Create movements to communicate an idea, perform for the class, and discuss how the energy, upper body movement (gesture), tempo, and facial expression contributed to the meaning of the dance.

4.3		<p>Describe how they communicate an idea or mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).</p> <ul style="list-style-type: none"> Describe how energy/force, levels, and speed express different emotions and meanings (e.g., express anger through strong and quick legwork and angular arms or to express sadness or weakness through soft, rounded or slow movement at a low level). Describe how body movements can tell a story. 	<p>Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).</p> <ul style="list-style-type: none"> Perform two or three different dances and compare and contrast the similarities and differences in body movement and pattern (e.g., energy/force, speed, leg/footwork, hand holding, arm and body work, head/shoulders, changes in direction, use groups, partners, formations, etc.). View a variety of dances and using dance vocabulary, tell which one you would prefer to perform and why.
<p>5.0 Connections, Relationships, Applications Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas to Career. <i>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</i></p>			
	Kindergarten	1 st Grade	2 nd Grade
5.1	<p>Give examples of the relationship between everyday movement in school and dance movement.</p> <ul style="list-style-type: none"> Identify and discuss similarities in movement done on the playground with movement done in dance (e.g. swaying on the swing set and swinging arms, hopscotch and hopping on one foot, lining up to go to recess and dancing in a line). 	<p>Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).</p> <ul style="list-style-type: none"> Create and perform movement as a class that reflects the rules of the classroom (e.g., lead/follow, fair play and cooperation, etc.). Create and perform movement that represents a wide variety of animals and the activities they do in their environment. 	<p>Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).</p> <ul style="list-style-type: none"> Create an improvisation or movement phrase from a simple piece of text, image, or song lyrics.
5.2		<p>Give examples of how dance relates to other subjects (e.g., mathematics-shape, counting; language arts-beginning, middle, and end).</p> <ul style="list-style-type: none"> Perform dance movements using numbers and progressions in 	<p>Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).</p> <ul style="list-style-type: none"> Interpret parts of a simple story or text using body movement (e.g., beginning, middle, end, character and setting and how a

		<p>addition and subtraction equations, geometric shapes, points in space, and line.</p> <ul style="list-style-type: none"> • Demonstrate force through push and pull activities. • Retell familiar stories through movement showing simple story structure. • Describe how dancers and dances use elements of theatre, music and visual arts (character, costume, scenery, props, beat, rhythm, shape, line and color). 	<p>verbal statement is changed by altering the punctuation: period/freeze, comma/pause or hold, exclamation point/explosive, etc.).</p> <ul style="list-style-type: none"> • Create body movement that reinforces the idea of sequencing and following direction. • Create simple rhythms using the whole body to demonstrate word analysis (syllable and rhythm pattern).
5.3			<p>Describe how choreographers create dances.</p> <ul style="list-style-type: none"> • Talk about how choreographers create dances through movement phrases like writers write stories (beginning, middle, and end, character and setting). • Discuss where choreographers get their inspiration (music, literature, emotions, current events, everyday movement).
5.4			<p>Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest, proper preparation for physical activity).</p> <ul style="list-style-type: none"> • Understand how warm-up helps prevent injury and gets the body ready to move. • Discuss reasons why eating good food and drinking water gives you energy to move. • Discuss why rest is important for healing and growing when not dancing.