

Washington State

K - 12

# The Arts

Options for Implementing the  
**Arts Standards** through  
**Dance** by Grade Level



**Randy I. Dorn**  
State Superintendent of  
Public Instruction

April 2011

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# **Options for Implementing the Arts Standards through Dance by Grade Level**

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**April 2011**

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# ***Options for Implementing the Arts Standards through Dance by Grade Level***

## ***Arts Education in Washington State***

The mission of OSPI is to “prepare Washington students to live, learn, and work as productive citizens in the 21st century.” The OSPI vision for art education complements this mission: “The arts, which include dance, music, theatre, and visual arts, will be effectively integrated into student educational experiences in all Washington State schools. Our belief is that quality instruction in the arts shall be provided by arts specialists and classroom teachers and supported by partnerships with professional organizations and community programs in the arts. This partnered instruction will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities. It will also support student preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas to create learning opportunities for all learners that communicate achievement, respect, freedom, and fun.”

***OSPI Arts Mission***  
*“The Arts: communicating and integrating life, literacy, and learning through experience for all learners.”*

To achieve this vision, work began in fall 2006 to develop, design, and create this set of K–12 arts learning standards and *Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level* in order to offer and support a comprehensive, sequential, standards-based K–12 arts program in dance, music, theatre, and visual arts.

## ***The Arts Learning Standards—Overview and Development***

The four Washington State learning goals and Washington State’s Basic Education Act of 1993 (RCW 28A.655.070) have provided a strong foundation for the development of academic learning standards in all subject areas in the state of Washington. Educators have access to a series of arts standards documents and resources that build upon the original Washington State Arts Essential Academic Learning Requirements (EALRs) and foundational arts frameworks, by grade and by arts discipline, from 2002, and that provide more detailed recommendations and guidance for K–12 arts education. These documents include:

1. Washington State K–12 Arts Learning Standards (one document encompassing all four arts disciplines—dance, music, theatre, and visual arts).
2. Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level (four documents total, one for each art discipline).

The standards are organized around the four EALRs that specify what students should know and be able to do over the course of their K–12 school experience in the arts. The Options for Implementing the Arts Standards by Grade Level documents provide recommendations and support for school districts that provide instructional opportunities

in one or more of the arts disciplines: dance, music, theatre, and visual arts. These support documents include grade level expectations and provide guidance, specificity, and examples for implementing the arts standards.

The *K–12 Arts Learning Standards* and the grade level expectations contained within the *Options for Implementing the Arts Standards by Grade Level* for each art discipline were developed by representative teams of practicing arts educators from across the state. The development teams (one each for dance, music, theatre, and visual arts) consisted of arts educators and leaders representing all nine regional Educational Service Districts (ESDs). The arts standards development process followed the same process used in other academic subject areas, and included review by state and national arts subject area experts, a bias and sensitivity review, and widespread public input.

The *K–12 Arts Learning Standards* and the *Options for Implementing the Arts Standards through Dance by Grade Level* provide guidance and support through standards, evidence of learning, examples, and performance assessments that through strong classroom instruction will lead to success for all learners. The design of the standards provides every teacher with validation for the teaching and learning opportunities they are already providing, as well as resources and support for more.

### ***Support and Resources for Implementation***

Depending on the focus of arts education in a given district or school, one or more of the *Options for Implementing the Arts Standards by Grade Level* documents for dance, music, theatre, and visual arts can be used to assist in guiding instruction and developing competency in the arts standards. There is one *Options for Implementing the Arts Standards by Grade Level* document for each art discipline that includes grade level expectations (GLEs), evidence of learning statements, examples, and a glossary of terms specific to that discipline. In their entirety, coupled with the *K–12 Arts Learning Standards* documents, the *Options for Implementing the Arts Standards by Grade Level* documents provide a new level of specificity for learning in the arts, along with multiple examples of learning opportunities that can be offered to support and deepen arts educational experiences.

The *K–12 Arts Learning Standards*, the *Options for Implementing the Arts Standards by Grade Level*, and aligned resources are available on the OSPI Grade Level Standards & Resources Web site at: <http://standards.ospi.k12.wa.us>. Additionally, these documents can be downloaded from the Arts Web site at: [www.k12.wa.us/Arts](http://www.k12.wa.us/Arts).

The chart that follows provides a picture of the organization of the *Options for Implementing the Arts Standards through Dance by Grade Level* document to assist with implementation:

## K-12 Arts Learning Standards

### K-12 EALR Statements—Essential Academic Learning Requirements

A broad statement of the learning that applies to Grades K–12. These are common to all four arts disciplines. There are four arts EALRs.

### K-12 Components

A statement that further defines and provides more specific information about the EALR. There are three to five components for each EALR. These are common to all four arts disciplines.

### Options for Implementing the Arts Standards by Grade Level

#### Dance

#### Grade Level Expectations (GLEs)

This is grade-specific information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.

K	1	2	3	4	5	6	7/8	HS Proficiency	HS Advanced Proficiency
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- **Evidence of Learning (EOLs)**

A bulleted list of ways students can demonstrate essential learnings. The EOLs are not exhaustive, however they provide a “springboard” for educators to encourage and to find multiple ways by which learners can demonstrate what they know and are able to do through dance.

  - **Examples**

An example statement may be included to provide samples of possible student demonstrations to give educators additional illustrations of the learning.
- **OSPI-Developed Arts Performance Assessments**

In addition, each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a detailed glossary that provides a specific vocabulary for that art discipline. Each glossary has been created from the original Arts Frameworks glossary (2001), and includes additions from the OSPI-developed arts performance assessment glossaries in dance, music, theatre, and visual arts (2006).

The bibliography of each document provides a specific listing of the foundational research documents that informed development of the standards, from past practice, to best practice, and to provide vision for the 21<sup>st</sup> century learner.

Administrators are encouraged to provide all teachers with access to the *Washington State K-12 Arts Learning Standards* documents and to provide teachers who teach each art discipline with access to the *Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level*. Teachers are encouraged to utilize the documents for validation, guidance, and support. Parents are encouraged to utilize the documents to further support the arts education experiences of their children.

## ***What Are the Arts Disciplines?***

The arts in Washington State have been defined by OSPI and the State Board of Education as dance, music, theatre, and visual arts. The K–12 arts learning standards describe a connected series, or a continuum, of essential learnings necessary to create students who are proficient in dance, music, theatre, and visual arts. The descriptions that follow for each art discipline have provided the foundation for the development of the *K–12 Arts Learning Standards* and their supporting grade level expectations and examples contained within the *Options for Implementing the Arts Standards by Grade Level* documents. This document focuses on dance.

**Dance:** A student’s dance-education experience may include, but is not limited to: contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, square dance, etc.



**Music:** A student’s music-education experience may include, but is not limited to: general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) Music, music history, marching band, drum line, multi-cultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, recording studio, etc.



**Theatre:** A student’s theatre-education experience may include, but is not limited to: acting, theatre, film acting and film-making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespeare literature and performance, International Baccalaureate (IB) Theatre, etc.



**Visual Arts:** A student’s visual arts-education experience may include, but is not limited to: drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, International Baccalaureate (IB) Visual Arts, etc.



## ***K–12 Arts Learning Standards***

The Washington State K–12 arts standards include:

- Essential Academic Learning Requirements (EALRs)
- Components
- Learning Standards by grade band (elementary, middle/junior high, and high school)
- Arts Elements and Principles Chart
- K–12 overviews for the each of the four art disciplines—dance, music, theatre, and visual arts.

Each of the *Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level* documents provides further specificity and support for implementation for each discipline. The structure of these documents is described in the navigation template provided on page 13.

**EALR 1: The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.**

<b>Elementary School</b>	<b>Middle/Junior High School</b>	<b>High School</b>
<b>Component 1.1: Understands and applies arts concepts and vocabulary.</b>		
Creates and experiences artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.	Creates, experiences, and analyzes artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.	Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.
<b>Component 1.2: Develops arts skills and techniques.</b>		
Applies, experiences, and practices basic arts skills and techniques in dance, music, theatre, and visual arts.	Applies, experiences, practices, and analyzes arts skills and techniques in dance, music, theatre, and visual arts.	Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre, and visual arts.
<b>Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.</b>		
Creates, experiences, and examines artworks and/or performances based on arts genres and styles of various artists, cultures, and times.	Creates, experiences, examines, and analyzes artworks and performances based on arts genres and styles of various artists, cultures, and times.	Creates, experiences, examines, analyzes, and evaluates artworks and performances based on arts genres and styles of various artists, cultures, and times.
<b>Component 1.4: Understands and applies audience conventions in a variety of arts settings and performances of the arts.</b>		
Applies and practices audience conventions in a variety of arts settings and performances.	Applies, practices, and analyzes the relationship and the interactive responsibilities of the artist and/or performer and audience in a variety of arts settings and performances.	Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances.

**EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.**

Elementary School	Middle/Junior High School	High School
<p><b>Component 2.1: Applies a creative process to the arts (<i>dance, music, theatre, and visual arts</i>).</b></p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose.</li> <li>• Explores, gathers, and interprets information from diverse sources.</li> <li>• Uses ideas, foundations, skills, and techniques to develop dance, music, theatre, and visual arts.</li> <li>• Implements choices of the elements, principles, foundations, skills, and techniques of the arts in a creative work.</li> <li>• Reflects for the purpose of self-evaluation and improvement of the creative work.</li> <li>• Refines work based on feedback, self-reflection, and aesthetic criteria.</li> <li>• Presents work to others in a performance, exhibition, and/or production.</li> <li>• Performs work for others in a performance and/or production.</li> </ul>		
Creates, experiences, and develops artworks and/or performances/presentations utilizing the creative process structure.	Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the creative process structure.	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure.
<p><b>Component 2.2: Applies a performance and/or presentation process to the arts (<i>dance, music, theatre, and visual arts</i>).</b></p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose of the work and/or performance.</li> <li>• Selects resources, materials, and/or repertoire to create, perform, and present.</li> <li>• Analyzes the structure, context, and/or aesthetics of the work.</li> <li>• Interprets meaning through personal understanding of the work and/or performance.</li> <li>• Rehearses, adjusts, and refines through evaluation, reflection, and problem solving.</li> <li>• Presents, exhibits, and produces work and/or performance for others.</li> <li>• Reflects upon work and/or performance and self-evaluates to set goals.</li> </ul>		
Creates, experiences, and develops artworks and/or performances/presentations utilizing the performance process structure.	Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the performance process structure.	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the performance process structure.
<p><b>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts.</b></p> <ul style="list-style-type: none"> <li>• Engages the senses actively and purposefully in perceiving the work.</li> <li>• Describes what is seen, felt, and/or heard (perceived/experienced).</li> <li>• Analyzes the use and organization of elements, principles, foundations, skills, and techniques.</li> <li>• Interprets meaning based on personal experiences and knowledge.</li> <li>• Evaluates and justifies using supportive evidence and aesthetic criteria.</li> </ul>		
Experiences, practices, and applies a responding process structure to an arts performance and/or presentation.	Experiences, practices, applies, and analyzes a responding process structure to an arts performance and/or presentation.	Experiences, practices, applies, analyzes, and evaluates a responding process structure to an arts performance and/or presentation.

**EALR 3: The student communicates through the arts (*dance, music, theatre, and visual arts*).**

Elementary School	Middle/Junior High School	High School
<b>Component 3.1: Uses the arts to express feelings and present ideas in dance, music, theatre, and visual arts.</b>		
Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at intermediate levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at proficient and advanced levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.
<b>Component 3.2: Uses the arts to communicate for a specific purpose in dance, music, theatre, and visual arts.</b>		
Creates and/or performs an artwork to communicate for a <b>given purpose</b> in dance, music, theatre, and visual arts.	Creates, performs, and analyzes an artwork to communicate for a <b>selected purpose</b> in dance, music, theatre, and visual arts.	Creates, performs, analyzes, and evaluates how the deliberate use of artistic elements and principles communicates for a <b>specific purpose</b> in dance, music, theatre, and visual arts.
<b>Component 3.3: Develops personal aesthetic criteria to communicate artistic choices in dance, music, theatre, and visual arts.</b>		
Shares and demonstrates how individual and personal aesthetic criteria are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Examines, demonstrates, and justifies how individual and personal aesthetic choices are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Demonstrates, analyzes, and evaluates how individual and personal aesthetic choices are influenced and reflected in artworks and/or performances in dance, music, theatre, and visual arts.

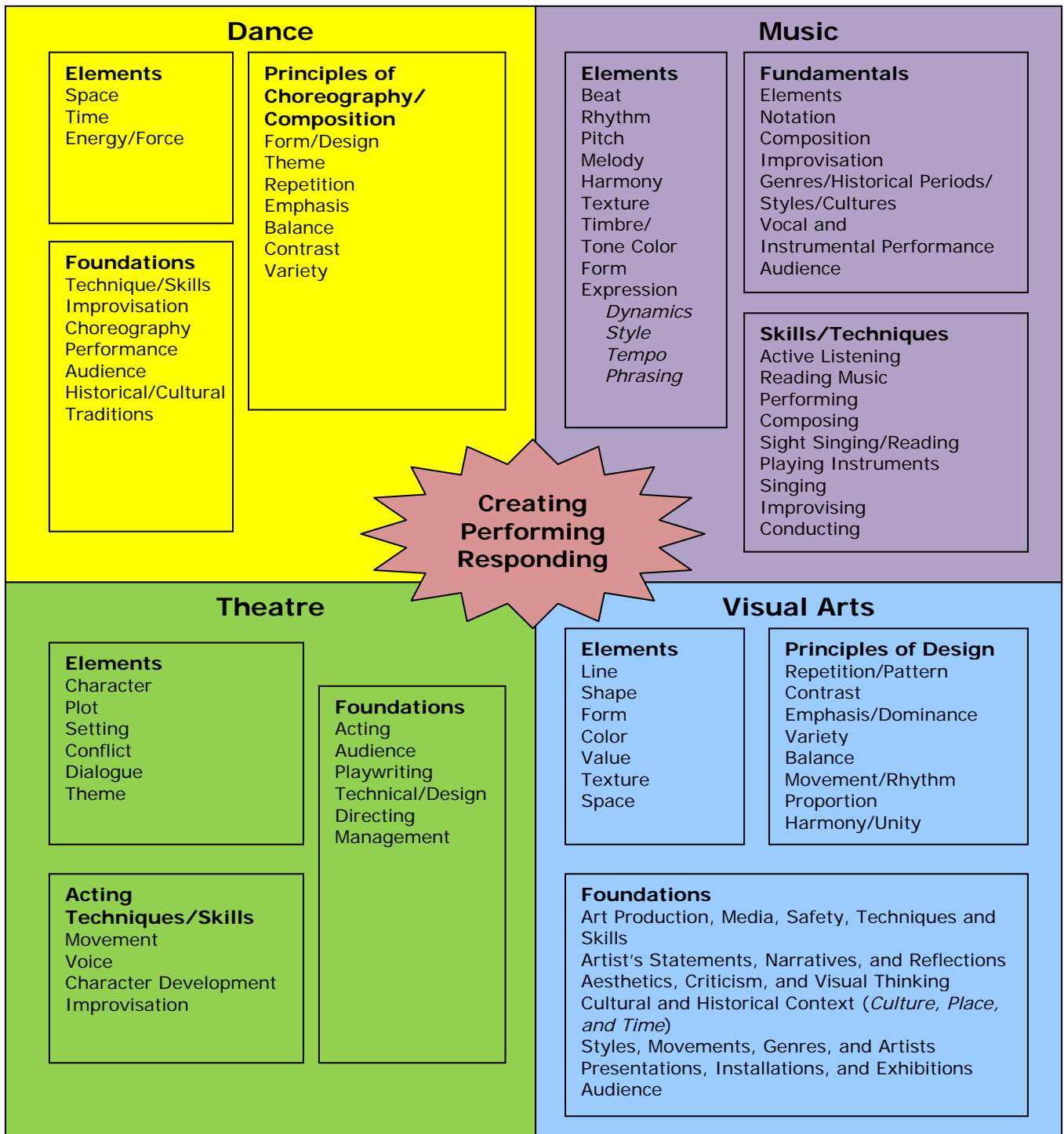
**EALR 4: The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.**

Elementary School	Middle/Junior High School	High School
<b>Component 4.1: Demonstrates and analyzes the connections among the arts disciplines (<i>dance, music, theatre, and visual arts</i>).</b>		
Demonstrates and applies the skills, concepts, and vocabulary common among the arts disciplines (dance, music, theatre, and visual arts) in personal artworks, presentations, and/or performances at beginning levels.	Applies and analyzes the attributes of personal artworks, presentations, and/or performances with other arts disciplines (dance, music, theatre, and visual arts) at intermediate levels.	Analyzes and evaluates arts presentations and performances that integrate two or more arts disciplines (dance, music, theatre, and visual arts) at proficient and advanced levels.
<b>Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</b>		
Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.	Applies and analyzes the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at intermediate levels.	Analyzes and evaluates the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at proficient and advanced levels.
<b>Component 4.3: Understands how the arts impact and reflect personal choices throughout life.</b>		
Shares and applies how the arts impact personal and community choices.	Shares, applies, and analyzes how the arts impact choices in natural and constructed environments.	Analyzes, evaluates, and reflects upon how the arts impact socio and economic choices.
<b>Component 4.4: Understands how the arts influence and reflect cultures/civilization, place, and time.</b>		
Compares and shares how the specific attributes of artworks, presentations, and performances reflect cultures and traditions.	Compares and analyzes how the specific attributes of artworks, presentations, and performances reflect cultures, traditions, and history.	Compares, analyzes, and evaluates how the specific attributes of artworks, presentations, and performances shape/influence and reflect cultures, traditions, place, and history.
<b>Component 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</b>		
Identifies, defines, and practices how arts knowledge, skills, and work habits are needed and used in the world of work.	Examines, applies, and demonstrates how arts knowledge, skills, and work habits are needed and used in the world of work.	Analyzes, demonstrates, and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.

## Arts Elements and Principles Chart

The chart below provides a visual representation of the four art disciplines and how they may be demonstrated within a comprehensive and sequential K–12 arts program. The

K–12 arts learning standards are demonstrated through this chart. The grade level expectations and examples contained in the *Options for Implementing the Standards by Grade Level* documents for each discipline provide additional specificity and resources for instruction in one or more of the arts disciplines.



## ***Dance Overview***

Each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a K–12 overview specific to the art discipline. The overviews describe through a continuum the journey students would expect to experience along the pathways of dance, music, theatre, and visual arts.

### ***Dance Overview, Grades K–4***

The dance overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements of dance that include space, time, and energy/force, principles of choreography and composition, and foundations of dance.

In Grades K–3, students explore, recognize, and begin application of the elements of dance by participating in dance games, play, circle dances, creative movement, and traditional folk and cultural dances. In Grades 3 and 4, students deepen their application by engaging in improvisation and creative exploration.

The continuum below provides additional detail about the progression of dance skills and abilities over these grades.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Students learn locomotor and non-locomotor skills. They discover and become aware of self-space and general space. Students learn to demonstrate self-control while viewing performances.	Students develop focus and concentration while practicing locomotor and non-locomotor skills. They discover and become aware of the skills needed to dance in self-space and general space. Students learn to focus attention on performers.	Students use body shapes and movement to express basic prepositional relationships. They practice locomotor and non-locomotor skills as movement phrases. They create and perform simple dance phrases using ABA form. Students demonstrate active listening and viewing skills while observing performances.	Students demonstrate balance through concentration and muscle control. Students focus to create and perform movement. They perform locomotor and non-locomotor skills with flow and continuity. They create and perform movement sequences, including the use of poetry forms, such as cinquain and haiku. Students demonstrate active listening and viewing skills in a performance setting.	Students perform movement phrases and dances from memory. Students use the principles of choreography and composition to gather, develop, and organize the elements of dance. Students explain the cultural origins of a variety of dance forms from around the world. Students demonstrate and model active listening and viewing skills in a performance setting.

## ***Dance Overview, Grades 5–12***

The dance overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements of dance that include space, time, and energy/force, principles of choreography and composition, and foundations of dance.

In Grades 5 and 6, students further understand and apply the elements of dance by engaging in improvisation, exploration, and traditional folk and cultural dances. In Grades 7 and 8, students further their application of the elements of dance along with the principles of choreography/composition. In high school, students begin to analyze and evaluate the elements of dance and further apply the principles of choreography/composition. In Grades 7 through 12, students understand and apply their skills to their work as performers, choreographers, and active audience members.

The continuum below provides additional detail about the progression of dance skills and abilities over these grades.

Grade 5	Grade 6	Grade 7/8	High School Proficiency	High School Advanced Proficiency
<p>Students create and perform movement using multiple elements of dance simultaneously. Students exhibit control in balance and perform movement with full-body extension. They create dances using choreographic devices, such as unison and contrast. Students differentiate between various styles and genres of dance. They examine dances for historical and cultural information. Students make observation statements about a performance.</p>	<p>Students create and perform movement with a partner or in large groups, using the elements of dance. Students demonstrate clarity in locomotor and non-locomotor movements. They create dances using choreographic devices, such as retrograde and expansion. Students determine whether a dance is theatrical, ritual, or social in nature, and they analyze dances for historical and cultural information. Students respond with audience conventions that are appropriate to the performance venue, style, and/or cultural context.</p>	<p>Students demonstrate the ability to move with others within a variety of spatial formations. They create dances using choreographic devices, such as transposition, opposition, and accumulation. Students analyze how cross-cultural differences influence styles of dance. Students evaluate dances of various cultures, styles, and artists. They demonstrate awareness of how audience behavior and response impacts the performance and the performers.</p>	<p>Students create dances using choreographic devices, such as motif development and theme and variation. Students refine performance skills and conceptual understanding through comprehensive study of dance. Students' understanding of anatomy supports safe and healthy technical practices. They understand how dance encompasses diverse cultural genres, historical periods, and styles.</p>	<p>Students refine their performance skills and conceptual understanding, through comprehensive study of dance. Students' understanding of anatomy supports safe and healthy technical proficiency. They understand how dance encompasses diverse cultural genres, historical periods, and styles.</p>

## ***Options for Implementing the Arts Standards through Dance by Grade Level***

Each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a navigation template that explains how to read and use the Essential Academic Learning Requirement (EALR), Component, Grade Level Expectation (GLE), Evidence of Learning (EOL), specific art discipline examples, and shares which OSPI-developed arts performance assessments are aligned to the standard. Following is the Navigation Template specific for this dance document.

### **OSPI Arts Education Motto**

#### **Arts Motto**

**The Arts: CPR for Learning!**

**C = Creating**

**P = Performing**

**R = Responding**



## ***Navigating the Document: Options for Implementing the Arts Standards through Dance by Grade Level Navigation Template***

<p><b>Essential Academic Learning Requirement (EALR):</b> A broad statement of the learning that applies to Grades K–12.</p> <p><b>Component:</b> A statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR.</p> <p><b>Numbering System:</b> This identifies the EALR, the component, and the GLE. In the example at right, the EALR is <b>1</b>; add the component = <b>1.2</b>; add the GLE = <b>1.2.1</b>.</p> <p><b>Grade Level Expectation (GLE):</b> This is <b>grade-specific</b> information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.</p> <p><b>Evidence of Learning:</b> This is a bulleted list of ways students can demonstrate learning considered essential. Educators are encouraged to identify additional ways in which the student can show proficiency.</p> <p><b>Examples:</b> Where examples are provided, they show ways in which students can demonstrate what they know and are able to do.</p> <p><b>OSPI-Developed Arts Performance Assessments:</b> Refers to the OSPI-developed performance assessments that could be used to assess students' abilities to meet this GLE. These are the performance assessments developed by the state of Washington for the arts and can be accessed at:  <a href="http://www.k12.wa.us/Arts/PerformanceAssessments">www.k12.wa.us/Arts/PerformanceAssessments</a>.</p>	<p><b>EALR 1: Dance—The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</b></p> <p><b>Seventh and Eighth Grades</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"><b>Component 1.2</b></td> <td style="padding: 5px;"> <p><b>Develops the technique and skills of dance.</b></p> <p><b>GLE: 1.2.1</b>  Applies and analyzes the technique and skills of dance.</p> <ul style="list-style-type: none"> <li>Uses abdominal muscular control (core support) in movement.</li> <li>Demonstrates various partnering technique, such as weight-sharing and counterbalance.</li> <li>Demonstrates the ability to move with others within a variety of spatial arrangements/formations.</li> </ul> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Engages abdominal muscles to maintain balance.</li> <li>- Works with a partner(s) to demonstrate weight-sharing, lifts, or counterbalance.</li> <li>- Demonstrates the ability to move with others while maintaining diamond, diagonal, or circular formations.</li> </ul> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p><b>OSPI-Developed Arts Performance Assessments: Start Right!</b></p> </td> </tr> </table>	<b>Component 1.2</b>	<p><b>Develops the technique and skills of dance.</b></p> <p><b>GLE: 1.2.1</b>  Applies and analyzes the technique and skills of dance.</p> <ul style="list-style-type: none"> <li>Uses abdominal muscular control (core support) in movement.</li> <li>Demonstrates various partnering technique, such as weight-sharing and counterbalance.</li> <li>Demonstrates the ability to move with others within a variety of spatial arrangements/formations.</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Engages abdominal muscles to maintain balance.</li> <li>- Works with a partner(s) to demonstrate weight-sharing, lifts, or counterbalance.</li> <li>- Demonstrates the ability to move with others while maintaining diamond, diagonal, or circular formations.</li> </ul>		<p><b>OSPI-Developed Arts Performance Assessments: Start Right!</b></p>	
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<p><b>OSPI-Developed Arts Performance Assessments: Start Right!</b></p>							



## *Dance—Kindergarten*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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Component Understands and applies dance concepts and vocabulary.

#### 1.1

##### GLE: 1.1.1

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Demonstrates movement in different directions. (Direction)
- Demonstrates the ability to create a pathway through the empty spaces between other dancers. (Pathway)
- Demonstrates a variety of levels. (Level)
- Uses the whole body to make a shape. (Shape)
- Recognizes and identifies personal and general space. (Place)
- Demonstrates an awareness of others by moving safely in general space. (Relationship)

##### **Examples:**

- Demonstrates movement that changes directions.
- Turns to travel into empty space.
- Demonstrates high-, middle-, and low-level shapes.
- Demonstrates small, medium, and large shapes.
- Observes and names another student's use of personal or general space.
- Demonstrates the ability to move safely around other dancers.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates fast and slow movement. (Tempo)
- Repeats a pattern that he/she hears. (Rhythm/Pattern)

**Examples:**

- Moves quickly and slowly in response to cues.
- Echoes a clapped pattern.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Demonstrates movement with energy.

**Example:**

- Demonstrates strong movements in an improvisation.

**GLE: 1.1.4**

Recognizes, understands, and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis

- Uses the elements of dance and the principles of choreography/composition to create and perform structured improvisations.

**Example:**

- Creates and performs a dance sequence/phrase in AB form, in which A = dancing big and B = dancing small; A = high level and B = low level; and A = fast and B = slow.

Component **Develops the technique and skills of dance.**

**1.2****GLE: 1.2.1**

Recognizes, understands, and applies the technique and skills of dance.

- Identifies, names, and moves different parts of the body.
- Demonstrates locomotor movements and non-locomotor movements.
- Demonstrates the ability to travel and stop in response to a teacher's cue/signal.

**Examples:**

- Identifies, names, and moves head, arms, legs, back, and feet.
- Demonstrates roll, slither, crawl (creep), walk, run, jump, gallop, and march; demonstrates stretch, bend, and twist.
- Starts and stops movement in response to a drumbeat or musical cue.

**Component 1.3** **Understands and applies dance styles of various artists, cultures, and times.**

**GLE: 1.3.1**

Recognizes styles of dance from various cultures.

- Explores dances from various cultures.

**Example:**

- Performs an American dance and a dance from another culture.

**Component 1.4** **Understands and applies audience conventions in a variety of settings and performances of dance.**

**GLE: 1.4.1**

Recognizes and understands the skills required of an audience in a performance setting.

- Sits attentively and observes the performance.
- Describes one thing about the performance that he/she observed.

**Examples:**

- Sits quietly while keeping hands to self.
- Makes an observation relevant to the performance.

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

### GLE: 2.1.1

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Presents** dances to others.

#### Examples:

- Explores the elements of dance through multi-sensory experiences, such as hearing, seeing, saying, and doing.
- Performs a dance sequence in AB form.

Component **Applies a performance and/or presentation process to dance.** (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)  
2.2

### GLE: 2.2.1

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Practices** a dance for a performance.
  - **Presents** a dance by performing it.

#### Examples:

- Rehearses a circle dance with the class.
- Performs a circle dance with the class.

Component **Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)  
2.3

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Describes** what is seen, felt, and/or heard when responding to dance.

**Examples:**

- Identifies and describes the movements he/she observed in a live or recorded performance of dance.
- Draws a picture in response to a live or recorded performance of dance.

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

3.1

**GLE: 3.1.1**

Remembers and understands that dance expresses feelings and presents ideas.

- Uses movement to express feelings and present ideas.

**Example:**

- Responds to an emotion through movement, such as jumping to show joy.

Component **Uses dance to communicate for a specific purpose.**

### 3.2

#### GLE: 3.2.1

Uses dance to communicate for a specific purpose.

- Uses (with teacher's direction) the elements of dance to communicate for a specific purpose.
- Performs dance that communicates for a given purpose.

**Example:**

- Demonstrates cooperation by performing a circle dance.

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**

### 3.3

#### GLE: 3.3.1

Remembers how personal aesthetic criteria influence artistic choices in dance.

- Describes the choices of movement he/she made while dancing.

**Example:**

- Makes observations to identify his/her own choices of movement, such as "I made a small seed at a low level."

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

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Component 4.1 **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

### GLE: 4.1.1

Remembers skills, concepts, and vocabulary that dance has in common with other arts disciplines.

- Explores and discovers dance-related concepts in other arts disciplines.

#### **Examples:**

- Recognizes shapes in a painting and expresses them with the body.
- Uses a steady beat by marching with feet and clapping with hands in time with a drumbeat.
- Chooses small or large movements to portray a character in a story.

Component 4.2 **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

### GLE: 4.2.1

Remembers skills, concepts, and vocabulary that dance has in common with other content areas.

- Recognizes and explores how dance-related concepts occur in other content areas.

#### **Examples:**

- Uses pathways to draw letters of the alphabet as forms traced in the air.
- Uses counting to perform basic locomotor movements.

**Component 4.3 Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Remembers how dance impacts personal choices.

- Recognizes examples of dance in personal environments.

**Examples:**

- Learns and performs a group dance to celebrate classmates' birthdays.
- Notices how people relate to each other and feel when they dance together.
- Shares about a community celebration that included a dance.

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Remembers specific attributes of a dance that reflect its cultural and historical context.

- Recognizes and describes a specific dance that reflects a specific cultural and historical context.

**Examples:**

- Recalls details of a cultural performance at school or in the community.
- Identifies attributes of a cultural dance taught in class.

**Component 4.5** **Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Remembers how dance-related knowledge, skills, and work habits are used in the world of work, including careers in dance.

- Explores and practices the work habits needed to learn or create a dance.
- Shares how one needs to concentrate to remember dance movements.

**Example:**

- Understands the need to look and listen in order to learn a dance.



## *Dance—First Grade*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

---

Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Demonstrate non-locomotor skills in different directions. (Direction)
- Demonstrates different pathways. (Pathway)
- Demonstrates movement at a variety of levels. (Level)
- Demonstrates a variety of shapes. (Shape)
- Demonstrates an awareness of personal and general space. (Place)
- Demonstrates the ability to remain still while others are moving. (Relationships)

##### **Examples:**

- Stretches or bends up and down.
- Demonstrates straight and curved pathways.
- Demonstrates movements on high-, medium-, and low-levels.
- Demonstrates straight, curved, and angular shapes.
- Demonstrates the difference between dancing in personal space and dancing in general space.
- Makes a shape and remains still while others are moving.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates fast and slow movement using various body parts. (Tempo)
- Demonstrates the ability to move to music with a steady beat/pulse. (Rhythm)

**Examples:**

- Uses his/her arms to demonstrate fast and slow tempos.
- Demonstrates the ability to march and clap in time with music.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, **Energy/Force**

- Demonstrates a movement with a specific energy.

**Example:**

- Demonstrates shaky movement energy.

**GLE: 1.1.4**

Recognizes, understands, and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis

- Uses the elements of dance and the principles of choreography/composition to create and perform structured improvisations.

**Examples:**

- Creates and performs movements that express the ideas in the nursery rhyme *Jack Be Nimble* or in the story *Caps for Sale*.
- Translates ideas and stories into movement.

Component **Develops the technique and skills of dance.**

## 1.2

### GLE: 1.2.1

Recognizes, understands, and applies the technique and skills of dance.

- Identifies, names, and moves different parts of the body in isolation.
- Demonstrates locomotor movements and non-locomotor movements.
- Demonstrates focus and concentration while moving.

#### **Examples:**

- Identifies, names, and moves elbows, knees, back, head, hips, and shoulders while stabilizing other parts.
- Demonstrates slide (chasse), hop, skip, and leap; demonstrates swing, melt, and rise.
- Stays on task during movement.

Component **Understands and applies dance styles of various artists, cultures, and times.**

## 1.3

### GLE: 1.3.1

Recognizes and understands styles of dance from various cultures.

- Memorizes and performs dances of various cultures.

#### **Example:**

- Memorizes and performs an American dance and a dance from another culture.

Component **Understands and applies audience conventions in a variety of settings and performances of dance.**  
1.4

## GLE: 1.4.1

Recognizes and understands the skills required of an audience in a performance setting.

- Demonstrates the ability to focus attention.
- Understands how to applaud appropriately.

**Examples:**

- Focuses attention on performers.
- Demonstrates appreciation at the end of a performance by applauding appropriately.

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

## GLE: 2.1.1

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information to create dances.
  - **Presents** dances to others.

**Examples:**

- Modifies movement to better represent the characteristics of a chosen creature, animal, idea, or subject, such as *“Does your turtle move slowly or quickly, and why?”*
- Creates a dance in ABA form and dances alone and with a partner.

Component **Applies a performance and/or presentation process to dance.**  
 2.2 (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Rehearses** a dance for a performance.
  - **Presents** a dance by performing it.

**Examples:**

- Rehearses and performs movements to portray a character, such as a turkey or a donkey, in a narrative dance.
- Rehearses and performs dances, alone and with a partner, in ABA form.

Component **Applies a responding process to a performance and/or**  
 2.3 **presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Describes** what is seen, felt, and/or heard when responding to dance.

**Examples:**

- Identifies the characters and describes the story in a narrative dance.
- Draws a picture and writes a caption in response to a live or recorded dance performance.
- Makes a shape, such as bent, that he/she observed in a performance.

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

### 3.1

GLE: 3.1.1

Remembers and understands that dance expresses feelings and presents ideas.

- Improvises a dance that expresses feelings and presents ideas.

**Examples:**

- Uses the elements of dance to express different kinds of feelings, such as scared and relaxed.
- Uses dance to improvise the growth cycle from seed to plant.
- Describes his/her ideas and feelings after viewing/ experiencing a dance.

Component **Uses dance to communicate for a specific purpose.**

### 3.2

GLE: 3.2.1

Uses dance to communicate for a specific purpose.

- Uses (with teacher's direction) the elements of dance to communicate for a specific purpose.
- Performs a dance that communicates for a given purpose.

**Example:**

- Performs a dance to express the coming of spring.

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**

### 3.3

GLE: 3.3.1

Remembers how personal aesthetic criteria influence artistic choices in dance.

- Describes choices of movement made by others.

**Example:**

- Makes observations, following a performance, that identify a dancer’s choice of movement, such as “I noticed that she decided to do her locomotor movements in a curvy pathway.”

**EALR 4—Dance**

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

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Component **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**  
4.1

**GLE: 4.1.1**

Remembers skills, concepts, and vocabulary that dance has in common with other arts disciplines.

- Explores, identifies, and demonstrates concepts that are common throughout the arts disciplines.

**Examples:**

- Recognizes ABA patterns in visual arts and dance.
- Recognizes a specific instrument in a musical selection and responds by dancing.
- Uses shapes to create a setting for a story.

**Component 4.2** **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

**GLE: 4.2.1**

Remembers skills, concepts, and vocabulary that dance has in common with other content areas.

- Explores and identifies concepts that are common to dance and other content areas.

**Examples:**

- Uses changes of shape and movements of the body to improvise the metamorphosis of caterpillar to butterfly.
- Uses dance to show a plant's life cycle.

**Component 4.3** **Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Remembers how dance impacts personal choices, including choices made at home and in school.

- Identifies how dance impacts choices made at home and with one's family.
- Identifies how dance impacts the community of the classroom/school.

**Examples:**

- Uses dance to celebrate traditional holidays, events, etc.
- Identifies a dance that is performed in the community to celebrate a traditional holiday or event.

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Remembers specific attributes of a dance that reflect its cultural and historical context.

- Recognizes and describes a specific dance that reflects a specific cultural and historical context.

**Examples:**

- Demonstrates the shapes and movements of a dance that was performed at school or in the community.
- Identifies attributes of a cultural dance that was taught in class.

**Component 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Remembers and understands how dance-related knowledge, skills, and work habits are used in the world of work, including careers in dance.

- Describes and explains the work habits used in dance that are also used in other work.

**Example:**

- Tells how one needs to concentrate to remember movements and identifies other work that requires concentration.



## *Dance—Second Grade*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

---

Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Identifies and demonstrates movement in a variety of directions. (Direction)
- Performs movement using a variety of pathways. (Pathway)
- Demonstrates locomotor movements at a variety of levels. (Level)
- Uses a variety of shapes to express ideas. (Shape)
- Moves with a partner in personal and general space. (Place)
- Expresses prepositional relationships with a prop or a partner. (Relationships)

##### **Examples:**

- Names and demonstrates forward, backward, and sideways directions.
- Expresses and performs straight, curved, and zigzag pathways.
- Demonstrates skip, run, or roll at high-, medium-, and low-levels.
- Positions the body to make alphabetic or geometric shapes.
- Performs mirroring and shadowing movements with a partner.
- Expresses prepositional relationships with a prop or a partner by moving above, below, through, around, and between.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates movement at fast, medium, and slow tempos. (Tempo)
- Demonstrates a pattern of changing movements. (Rhythm/Pattern)

**Examples:**

- Uses movement to demonstrate fast, medium, and slow tempos.
- Performs eight counts of skipping followed by eight counts of jumping. (Pattern)

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Demonstrates movement with contrasting energies.

**Example:**

- Produces smooth and sharp movements.

**GLE: 1.1.4**

Recognizes, understands, and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Uses the elements of dance and the principles of choreography/composition to create and perform structured improvisations.

**Examples:**

- Creates and performs a sequence/phrase that includes repetition in ABA form, such as big, small, and big.
- Creates and performs a sequence/phrase that includes a beginning shape, a middle shape, and an ending shape.

## Component

## 1.2

**Develops the technique and skills of dance.****GLE: 1.2.1**

Recognizes, understands, and applies the technique and skills of dance.

- Demonstrates the ability to balance his/her weight on various parts of the body.
- Creates and performs a combination of locomotor and non-locomotor movements.
- Performs movements in a defined sequence.

**Examples:**

- Balances on two hands and one foot or on one foot only.
- Creates and performs a phrase, such as gallop, hop, turn, and leap.
- Remembers and repeats a teacher-directed phrase.

## Component

## 1.3

**Understands and applies dance styles of various artists, cultures, and times.****GLE: 1.3.1**

Recognizes, understands, and applies styles of dance from various cultures.

- Performs dances from different cultures.

**Example:**

- Performs dances from a variety of cultures and times.

Component **Understands and applies audience conventions in a variety of settings and performances of dance.**  
1.4

## GLE: 1.4.1

Recognizes and understands the skills required of an audience in a performance setting.

- Demonstrates respectful and supportive listening and viewing skills in a performance setting.
- Gives a respectful and supportive critique of a peer's performance.

**Examples:**

- Observes peer-performers without distracting or disturbing their concentration.
- Gives a compliment to a peer-performer.

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

## GLE: 2.1.1

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information to create dances.
  - **Presents** dances to others.

**Examples:**

- Explores possible solutions to a given problem of movement when preparing a dance.
- Discusses with a partner ways to change a movement phrase.

Component **Applies a performance and/or presentation process to dance.**  
 2.2 (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Rehearses** a dance for a performance.
  - **Presents** a dance by performing it.

**Examples:**

- Selects, rehearses, and performs a solution to a given problem of movement.
- Rehearses with a partner the movements of a cultural dance.

Component **Applies a responding process to a performance and/or**  
 2.3 **presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Describes** what is seen, felt, and/or heard when responding to dance.
  - **Interprets** meaning based on personal experiences and knowledge.

**Examples:**

- Identifies the elements of dance (space, time, and energy/force) in a live or recorded performance.
- Describes a live or recorded dance performance.
- Performs a movement that he/she observed in the performance.
- Dances a pathway, such as zigzag, that he/she observed in a performance.

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

### 3.1

GLE: 3.1.1

Remembers and understands that dance expresses feelings and presents ideas.

- Improvises a dance that expresses feelings and presents ideas.

**Examples:**

- Uses the elements of dance to convey addition and subtraction.
- Improvises the movements of animals that inhabit different levels of a rain forest.

Component **Uses dance to communicate for a specific purpose.**

### 3.2

GLE: 3.2.1

Uses dance to communicate for a specific purpose.

- Uses the elements of dance to communicate for a specific purpose.
- Improvises a dance that communicates for a specific purpose.
- Performs a dance that communicates for a given purpose.
- Describes a dance that communicates for a given purpose.

**Example:**

- Performs a folk dance to communicate tradition.

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**  
3.3

**GLE: 3.3.1**

Remembers how personal aesthetic criteria influence artistic choices in dance.

- Recognizes his/her own positive response to choices of movement.

**Example:**

- Uses compliments to give feedback to peers, such as “I liked the powerful jumps at the end of your dance.”

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

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Component **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**  
4.1

**GLE: 4.1.1**

Remembers and applies skills, concepts, and vocabulary that dance has in common with other arts disciplines.

- Identifies compositional elements that are common throughout the arts disciplines.
- Demonstrates skills and processes that are common among the arts disciplines, such as creating, collaborating, practicing, and performing.
- Demonstrates how various disciplines can be used to present an idea.
- Uses the vocabulary of dance to describe artworks in other arts disciplines.

**Examples:**

- Creates a dance after using a variety of lines to draw a pathway map.
- Uses both voice and movement to refine and rehearse a song with choreography.
- Performs a dance as part of a staged story.

## Component 4.2 **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

**GLE: 4.2.1**

Remembers skills, concepts, and vocabulary that dance has in common with other content areas.

- Explores and identifies concepts common to dance and other content areas.

**Examples:**

- Uses movements to demonstrate the states of matter (solid, liquid, gas).
- Uses body shapes and movements to show geometric shapes.

## Component 4.3 **Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Understands how dance impacts personal choices, including choices made at home and in school.

- Explains how dance impacts activities and events in the school and community.

**Examples:**

- Attends a performance of dance and describes his/her response.
- Describes a dance-related event in the community.

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Remembers specific attributes of a dance that reflect its cultural and historical context.

- Recognizes and describes a specific dance that reflects a specific cultural and historical context.

**Examples:**

- Shares his/her reflections after attending a performance of, and/or participating in, a dance in the community/school.
- Identifies the cultural or historical origin of a dance.

**Component 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Applies his/her understanding of how dance-related knowledge, skills, and work habits are used in the world of work, including careers in dance.

- Identifies and uses dance-related knowledge, skills, and work habits that are relevant to other work.
- Explains how dance-related work habits are important in the world of work.

**Examples:**

- Consciously shares ideas and speaks clearly.
- Articulates the skills required to work in an ensemble and gives examples of such work.



## *Dance—Third Grade*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Demonstrates a variety of locomotor skills in different directions. (Direction)
- Combines different pathways within one movement phrase. (Pathway)
- Uses changes of level to express ideas. (Level)
- Uses shapes to express symmetry and asymmetry. (Shape)
- Uses both personal and general space in choreography. (Place)
- Demonstrates the ability to move with a type of energy that contrasts with that of a partner. (Relationships)

##### **Examples:**

- Demonstrates the ability to skip, hop, and jump forward, backward, and sideways.
- Draws a pathway map that illustrates straight, curved, and zigzag pathways and then choreographs a dance to follow the map.
- Performs low-to-high movements to show the water cycle.
- Shows symmetrical and asymmetrical body shapes.
- Creates a dance that transitions from personal space to general space.
- Demonstrates contrasting energy by moving smoothly while a partner moves sharply.

**GLE: 1.1.2**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates the ability to move to a steady beat at different tempos. (Tempo)
- Combines movements of different duration to form a rhythmic pattern. (Rhythm/Pattern)

**Examples:**

- Consistently claps the beat at a fast or slow tempo.
- Performs a slow reach for four counts followed by two quick jumps.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Demonstrates movement with a variety of different energy qualities.

**Example:**

- Performs movements with sharp, smooth, swifty, and shaky qualities.

**GLE: 1.1.4**

Recognizes, understands, and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Uses the elements of dance and the principles of choreography/composition to create and perform structured improvisations.

**Examples:**

- Creates and performs a dance in suite (ABC) form, such as sad, confused, and calm.
- Creates and performs movements to represent words in a cinquain such as the following:

*Rain*  
*Light, Strong*  
*Falling, pouring, splashing*  
*Rain makes things grow*  
*Precipitation*

**Component 1.2 Develops the technique and skills of dance.**

**1.2****GLE: 1.2.1**

Recognizes, understands, and applies the technique and skills of dance.

- Demonstrates the ability to move various body parts in near- and far-reach space.
- Concentrates and controls muscles to balance while performing non-locomotor movements.
- Uses focus to create and perform movements.

**Examples:**

- Performs small and large shapes and movements.
- Grounds his/her lower body, engaging core and oppositional pulls throughout the body.
- Performs movements using both a single focus and multiple focuses.

**Component 1.3 Understands and applies dance styles of various artists, cultures, and times.**

**1.3****GLE: 1.3.1**

Understands, applies, and analyzes styles of dance of various cultures and times.

- Identifies the elements of dance when learning the dances of various cultures and/or times.
- Understands that people dance for many reasons.

**Examples:**

- Identifies smooth and/or sharp movement within a folk dance.
- Identifies purposes of dances, such as for ritual, community, story, and social interactions.

**Component 1.4 Understands and applies audience conventions in a variety of settings and performances of dance.****GLE: 1.4.1**

Recognizes, understands, and applies the skills required of an audience in a performance setting.

- Sits attentively at a performance and observes with thoughtful interest and understanding.
- Gives respectful attention to a group of dancers who are performing live.

**Examples:**

- Directs his/her attention toward performers and maintains focus without disruption throughout a performance.
- Describes the difference between being an audience member for a live performance and an audience member for a recorded performance.

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

### GLE: 2.1.1

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information to create dances.
  - **Chooses** elements of dance to choreograph dances.
  - **Refines** dances through feedback.
  - **Presents** dances to others.

#### Examples:

- Chooses a locomotor movement, a non-locomotor movement, and a pathway and then combines them to create a movement phrase in a dance.
- Creates a dance in ABC form in three sections to show the three states of matter (solid, liquid, and gas).

Component **Applies a performance and/or presentation process to dance.** (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)  
2.2

### GLE: 2.2.1

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Interprets** meaning through personal understanding of the dance and/or performance.
  - **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
  - **Presents** and produces dance and/or a performance for others.
  - **Reflects** upon a dance and/or performance and self-evaluates to set goals.

**Examples:**

- Rehearses and performs a movement phrase that combines a locomotor movement, a non-locomotor movement, and a pathway.
- Rehearses and performs a dance in ABC form in three sections to show the three states of matter (solid, liquid, and gas).

Component **Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)

2.3

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Interprets** meaning based on personal experiences and knowledge.

**Examples:**

- Identifies the form of an ABA or ABC dance.
- Observes and identifies the elements of dance (space, time, and energy/force) used in an Irish dance.
- Dances a short movement phrase, such as two hops and a turn, that he/she observed in a performance.

**EALR 3—Dance**

The student communicates through the arts (*dance, music, theatre, and visual arts*).

Component **Uses dance to express feelings and present ideas.**

3.1

**GLE: 3.1.1**

Applies his/her understanding of how dance expresses feelings and presents ideas.

- Choreographs a dance that expresses feelings and presents ideas.

**Examples:**

- Makes geometric shapes when dancing alone and in duets.
- Improvises a dance about the water cycle.

Component **Uses dance to communicate for a specific purpose.**

**3.2****GLE: 3.2.1**

Uses dance to communicate for a specific purpose.

- Uses (with teacher’s direction) the elements of dance to communicate for a given purpose.
- Improvises a dance that communicates for a specific purpose.
- Performs a dance that communicates for a given purpose.
- Describes a dance that communicates for a given purpose.

**Example:**

- Performs a dance about the water cycle to communicate his/her understanding of the cycle.

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**

**3.3****GLE: 3.3.1**

Remembers how personal aesthetic criteria influence artistic choices in dance.

- Describes how personal aesthetic perceptions and experiences are reflected in dances and/or performances.

**Example:**

- Makes observations, such as “Swingy energy feels good to me, so this was the energy I used most in my dance.”

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

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Component 4.1 **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

### GLE: 4.1.1

Understands and applies skills, concepts, and vocabulary that dance has in common with other arts disciplines.

- Articulates compositional elements that are common throughout the arts disciplines.
- Demonstrates skills and processes that are common among the arts disciplines, such as creating, collaborating, practicing, and performing.
- Demonstrates how various disciplines can be used to present an idea.
- Uses the vocabulary of dance to describe artworks in other arts disciplines.

#### **Examples:**

- Explains similarities between color in visual arts and energy in dance.
- Identifies the beginning, middle, and end of compositions of dance and music.
- Identifies the elements of a story in a ballet that tells a story, such as *The Nutcracker*.

Component 4.2 **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

### GLE: 4.2.1

Remembers and understands skills, concepts, and vocabulary that dance has in common with other content areas.

- Uses dance-related knowledge and skills to reinforce learning in other content areas.

**Examples:**

- Recognizes various ecosystems in a rain forest and expresses them using low, medium, and high levels.
- Isolates and moves fractional sections of the body (half, quarter, and whole).

**Component 4.3 Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Understands how dance impacts personal choices, including choices made at school and in the community.

- Explains how a person's experience of dance impacts his/her choices of activities and events at school and in the community.

**Examples:**

- Attends a performance of dance and describes the audience's response or participation.
- Identifies and compares examples of dance-related activities in the community.

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Understands how specific attributes of a dance reflect its cultural and historical context.

- Explains how dance reflects culture or history.

**Examples:**

- Recognizes how the formation of an Israeli circle dance represents community and togetherness.
- Explains the origin of ballet in French court society.

Component **Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**  
4.5

**GLE: 4.5.1**

Applies understanding of how dance-related knowledge, skills, and work habits are used in the world of work, including careers in dance.

- Explains how dance-related skills and work habits correlate to the skills needed in the world of work.
- Recognizes different careers in dance.

**Examples:**

- Articulates similar skills for rehearsing a dance and writing a book, such as focus, endurance, and motivation.
- Explains the role of a choreographer.

## *Dance—Fourth Grade*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

---

Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Demonstrates movement using combinations of directions. (Direction)
- Performs different pathways with a partner. (Pathway)
- Demonstrates a change of shape to accomplish a transition between levels. (Level and Shape)
- Maintains spacing within a group formation. (Place)
- Performs a variety of spatial formations with other dancers. (Relationship)

##### **Examples:**

- Demonstrates movements using diagonals and turns.
- Uses a straight pathway to meet a partner and then creates a circular pathway with the partner.
- Uses a twisted shape to spiral from high level to low.
- Performs a line dance, maintaining consistent distance from dancers on both sides.
- Dances within the formations of line, circle, and triangle.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates a rhythmic pattern by moving at both fast and slow tempos. (Tempo)
- Demonstrates movement in response to a variety of musical meters. (Rhythm/Pattern)

**Examples:**

- Demonstrates the same pattern of stomps and claps at both fast and slow tempos.
- Performs triplets in 3/4 time and chasses in 4/4 time.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Demonstrates a movement phrase using different energy qualities simultaneously.

**Example:**

- Creates and performs movements with both strong and bound (or free and light) energies.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Shape It Up

**GLE: 1.1.4**

Understands and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Uses the elements of dance and the principles of choreography/composition to create and perform structured improvisations.

**Example:**

- Creates and performs “chance dances” that are randomly selected, defined, and structured, such as when dancers choreograph solos and then perform them simultaneously.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Shape It Up

**Component 1.2 Develops the technique and skills of dance.****1.2****GLE: 1.2.1**

Recognizes, understands, and applies the technique and skills of dance.

- Explains the purpose of warming up before dancing.
- Performs movements with full-body extension.
- Performs dances from memory.

**Examples:**

- Articulates how a warmed-up body is less likely to be injured.
- Performs a reach from core to distal with muscles fully engaged.
- Repeats a sequence of movements accurately.

**Component 1.3 Understands and applies dance styles of various artists, cultures, and times.****1.3****GLE: 1.3.1**

Understands, applies, and analyzes styles of dance of various cultures and times.

- Compares and contrasts dances from different cultures and times.
- Explains the cultural origins of forms of dance from around the world.

**Examples:**

- Compares and contrasts an American contra dance and a Middle Eastern circle dance.
- Explains the cultural origins of the square dance.

Component **Understands and applies audience conventions in a variety of settings and performances.**  
1.4

GLE: 1.4.1

Recognizes, understands, and applies the skills required of an audience in a performance setting.

- Demonstrates and models appropriate manners when he/she is part of an audience.
- Demonstrates active listening and appropriate viewing skills in a performance setting.

**Examples:**

- Models appropriate behavior for other students when he/she is part of an audience.
- Comments/responds appropriately following a performance.

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

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Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

GLE: 2.1.1

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information to create dances.
  - **Chooses** elements of dance to choreograph dances.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** dances through feedback and self-reflection.
  - **Presents** dances to others.

**Examples:**

- Explores choices of movement that are appropriate to a particular style of music.
- Collaborates with a group to select movements and create a dance sequence.
- Implements peers' or teacher's feedback about the dance.

## Component 2.2

**Applies a performance and/or presentation process to dance.**  
(Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Interprets** meaning through personal understanding of the dance and/or performance.
  - **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
  - **Presents** and produces dance and/or a performance for others.
  - **Reflects** upon a dance and/or performance and self-evaluates to set goals.

**Examples:**

- Rehearses and performs a dance sequence with a group.
- Rehearses and performs a dance to express emotions.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Shape It Up

Component **Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)

2.3

GLE: 2.3.1

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Describes** the use and organization of elements.
  - **Interprets** meaning based on personal experiences and knowledge

**Examples:**

- Identifies and interprets the use of the elements of dance (space, time, and energy/force) in choreography by peers.
- Interprets the meaning of a recorded or live dance.
- Compares and contrasts dances from England and Africa.

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

3.1

GLE: 3.1.1

Applies his/her understanding of how dance expresses feelings and presents ideas.

- Explains how ideas are presented and feelings expressed through dance.
- Choreographs a dance that expresses feelings and presents ideas.

**Examples:**

- Explains the choice of elements used in a dance to express the formation of sedimentary, igneous, and metamorphic rocks.
- Choreographs a dance based on the life-cycle of salmon.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Shape It Up

Component **Uses dance to communicate for a specific purpose.**

**3.2****GLE: 3.2.1**

Uses dance to communicate for a specific purpose.

- Uses the elements of dance to communicate for a given purpose.
- Improvises a dance that communicates for a specific purpose.
- Performs a dance that communicates for a given purpose.
- Describes a dance that communicates for a given purpose.

**Example:**

- Performs a dance designed to persuade the audience of his/her views about how to protect endangered species.

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**

**3.3****GLE: 3.3.1**

Understands how personal aesthetic criteria influence artistic choices in dance.

- Explains how personal perceptions and experiences are reflected in dances and/or performances.

**Example:**

- Articulates the basis for choices of movement, such as “I wanted to show how the salmon were tired from jumping the ladder, so I used slow, curving pathways in my dance.”

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

Component 4.1 **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

### GLE: 4.1.1

Understands and applies skills, concepts, and vocabulary that dance has in common with other arts disciplines.

- Integrates skills, concepts and vocabulary that are common among the arts disciplines.
- Demonstrates skills and processes that are common among the arts disciplines.
- Demonstrates how various disciplines can be used to present an idea.
- Uses the vocabulary of dance to describe artworks in other arts disciplines.

#### **Examples:**

- Choreographs a dance by using the dynamics in a musical composition to inspire movement phrases.
- Uses body percussion to create rhythmic patterns.
- Articulates the role of ensemble or collaborative work in both dance and theatre.

Component 4.2 **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

### GLE: 4.2.1

Understands and applies skills, concepts, and vocabulary that dance has in common with other content areas.

- Identifies the steps of the processes that dance has in common with other content areas, such as the writing process.

#### **Examples:**

- Choreographs a dance by applying the creative process that he/she learned when studying writing.
- Choreographs a dance to express the formation of sedimentary, igneous, and metamorphic rocks.

**Component 4.3 Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Applies his/her understanding of how dance impacts personal choices, including choices made at school and in the community.

- Demonstrates how dance impacts choices made in the community.

**Examples:**

- Attends a presentation (in the community or at a school assembly) that includes dance, and then explains the role of dance in the production.
- Makes inferences about the importance of dance in life.

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Understands how specific attributes of a dance reflect its cultural and historical context.

- Explains the general attributes of a dance from a specific culture or time period in history.

**Examples:**

- Describes the use of animal imagery in an American Indian dance.
- Understands the role of the caller in American square dance.

**Component 4.5** **Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Applies understanding of how dance-related knowledge, skills, and work habits are used in the world of work, including careers in dance.

- Articulates and demonstrates dance-related skills that can be used in careers and activities outside of dance.
- Explains various careers that contribute to a production of dance.

**Examples:**

- Explains the use of strong and delicate energy in work-related activities, such as carpentry or the culinary arts.
- Describes the various people involved in a production of dance, such as the costume designer, lighting technician, and stage manager.

## *Dance—Fifth Grade*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

---

Component **Understands and applies dance concepts and vocabulary.**

1.1

**GLE: 1.1.1**

Understands and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Creates and performs a movement using two elements of space simultaneously. (Direction and Pathway)
- Improvises changes of level while weight-sharing with a partner. (Level)
- Works with a partner to create complementary shapes in personal or general space. (Shape and Place)
- Uses counterbalance and weight-sharing to create and perform movements with a partner. (Relationship)

**Examples:**

- Creates movements that change direction and pathway.
- Moves low to support a partner’s weight.
- Fills a partner’s empty/negative spaces by making surrounding and complementary shapes.
- Performs movements in which one partner supports the other partner’s weight.

**GLE: 1.1.2**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Recognizes tempo in music and chooses an appropriate accompaniment for a dance. (Tempo)
- Performs both metered and non-metered movement. (Rhythm/Pattern)

**Examples:**

- Chooses music with appropriate tempo to match choreography.
- Moves slowly without meter while a partner moves quickly in metered time.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Demonstrates a range of effort-actions with energy.

**Example:**

- Demonstrates movements that include glide, float, flick, dab, punch, slash, wring, and press.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Poetry in Motion, Dancing Art, Shape It Up

**GLE: 1.1.4**

Understands and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Explains, constructs, and performs movements using the elements of dance and principles of choreography/composition.

**Example:**

- Creates dances using choreographic devices, such as unison, contrast, canon, and diminution.

**OSPI-Developed Arts Performance Assessments:** Poetry in Motion, Wild Wonderful Weather, Shape It Up, Dancing Art

Component **Develops the technique and skills of dance.**

1.2

**GLE: 1.2.1**

Recognizes, understands, and applies the technique and skills of dance.

- Explains the importance (in terms of safety) of correct body alignment.
- Exhibits control when balancing.
- Demonstrates focus and concentration while performing in front of a group.

**Examples:**

- Explains why the knees should bend in alignment over the toes.
- Exhibits ability to control balance while moving (jumping or turning) or while stationary (non-locomotor movement or holding a shape).
- Maintains appropriate composure throughout a performance.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Why Warm-up?

Component **Understands and applies dance styles of various artists, cultures, and times.**

1.3

**GLE: 1.3.1**

Applies and analyzes styles of dance of various cultures and times.

- Differentiates between various dance styles and genres of the Western theatrical tradition.
- Examines a dance for historical and cultural information.

**Examples:**

- Differentiates between ballet, modern, jazz, tap, hip-hop, etc.
- Examines elements of dance, costumes, and musical accompaniment of hip-hop for historical or culture information.

**OSPI-Developed Arts Performance Assessments:** Dancing Differences

Component **Understands and applies audience conventions in a variety of settings and performances of dance.**  
1.4

**GLE: 1.4.1**

Recognizes, understands, and applies the skills required of an audience in a performance setting.

- Demonstrates and models the manners that are appropriate for an audience in various settings.
- Responds appropriately to various types of performances.

**Examples:**

- Describes and performs behavior that is appropriate for the audience of either a classical ballet or a talent show.
- Avoids participation in distracting and inappropriate behaviors, such as laughing when something is not funny.

**OSPI-Developed Arts Performance Assessments: Dancing Differences**

## EALR 2—Dance

**The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.**

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

**GLE: 2.1.1**

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information to create dances.
  - **Chooses** elements of dance to choreograph dances.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** dances through feedback and self-reflection.
  - **Presents** dances to others.

**Examples:**

- Creates a cinquain and a dance to express the water cycle. An example is:

*Water  
Free, Bound  
Evaporating, condensing, precipitating  
Water gives us life  
Cycle*

- Uses spatial arrangements or formations, such as lines, clusters, diagonals, entrances, and exits, in a dance.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Poetry in Motion, Shape it Up, Dancing Art

## Component 2.2

**Applies a performance and/or presentation process to dance.**  
(Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Interprets** meaning through personal understanding of the dance and/or performance.
  - **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
  - **Presents** and produces dance and/or a performance for others.
  - **Reflects** upon a dance and/or performance and self-evaluates to set goals.

**Examples:**

- Rehearses and performs a cinquain and a dance to express the water cycle. An example is:

*Water  
Free, Bound  
Evaporating, condensing, precipitating  
Water gives us life  
Cycle*

- Rehearses and performs spatial arrangements or formations, such as lines, clusters, diagonals, entrances, and exits, in a dance.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Poetry in Motion, Dancing Art, Shape It Up

Component **Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)  
2.3

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Describes** the use and organization of elements.
  - **Interprets** meaning based on personal experiences and knowledge.
  - **Evaluates** a dance and justifies his/her response by using supportive evidence.

**Examples:**

- Provides feedback to peers on the clarity of spatial arrangements or formations, such as lines, clusters, and diagonals, in a dance.
- Identifies and interprets the use of choreographic principles, such as variety and contrast, in choreography by peers.

**OSPI-Developed Arts Performance Assessment:** Dancing Differences

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

Component **Uses dance to express feelings and present ideas.**

3.1

**GLE: 3.1.1**

Uses dance to express feelings and present ideas.

- Improvises a variety of ideas and feelings using the elements of dance.
- Choreographs a dance that reflects a selected theme.

**Examples:**

- Improvises a dance based on selections of visual art.
- Choreographs a dance based on a poem by Langston Hughes.
- Choreographs a narrative dance that shows conflict and resolution.
- Choreographs a site-specific dance that relates to or reflects the location.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Poetry in Motion, Dancing Art, Shape It Up

Component **Uses dance to communicate for a specific purpose.**

## 3.2

**GLE: 3.2.1**

Analyzes how dance communicates for a specific purpose.

- Uses the elements of dance to communicate for a given purpose.
- Improvises a dance that communicates for a specific purpose.
- Performs a dance that communicates for a given purpose.
- Describes a dance that communicates for a given purpose.

**Example:**

- Writes a haiku and performs a dance based upon the haiku to represent environmental concerns.

*The frog croaked sadly  
On a grey polluted lake  
Dreaming of fresh rain.*

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Poetry in Motion, Dancing Art, Shape It Up

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**

## 3.3

**GLE: 3.3.1**

Understands how personal aesthetic criteria influence artistic choices in dance.

- Explains how personal perceptions, experiences, and cultural connections influence choreographic choices.
- Interprets the aesthetic choices of others.

**Examples:**

- Articulates choices, as in “The music I chose for my dance has a lot of rhythm, because that’s what I like to listen to.”
- Responds to a dance with questions about the choreographer’s choices, such as “I wonder why the choreographer used fast movements with the slow music?”

**OSPI-Developed Arts Performance Assessments:** Dancing Art, Poetry in Motion, Dancing Differences

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

Component 4.1 **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

### GLE: 4.1.1

Analyzes and applies skills, concepts, and vocabulary that dance has in common with other arts disciplines.

- Examines skills, concepts and vocabulary that are common among the arts disciplines.
- Determines how the arts processes of one arts discipline are similar to those of another.
- Demonstrates how various disciplines can be used to present an idea.
- Uses the vocabulary of dance to describe artworks in other arts disciplines.

**Examples:**

- Analyzes the use of symmetry and asymmetry in a painting in order to create a dance based on the painting.
- Determines the mood of a musical selection and chooses elements of dance to express the mood.
- Uses movement to portray character.

**OSPI-Developed Arts Performance Assessments:** Why Warm Up?, Wild Wonderful Weather, Shape it Up, Dancing Art, Poetry in Motion

**Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

**GLE: 4.2.1**

Applies and analyzes skills, concepts, and vocabulary that dance has in common with other content areas.

- Examines and uses the skills, concepts, and vocabulary that are common to dance as well as to other content areas.

**Examples:**

- Writes a poem and choreographs a dance based on the interactions of land and water.
- Applies the creative process (creating, performing, and responding) to dance and writing.

**OSPI-Developed Arts Performance Assessments:** Why Warm Up?, Shape it Up, Poetry in Motion, Dancing Art, Wild Wonderful Weather

**Component 4.3 Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Analyzes how dance impacts personal choices, including choices made in the community.

- Examines how the arts impact personal choices, including choices made in the community.

**Examples:**

- Compares the relative benefits of watching a live production versus a recorded production of dance.
- Understands the meaning of plagiarism and the existence of copyright.

**OSPI-Developed Arts Performance Assessments:** Dancing Differences, Why Warm Up?

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Analyzes and applies his/her understanding of how specific attributes of a dance reflect its cultural and historical context.

- Examines specific attributes of dances that reflect values and beliefs of a particular culture or historical period.

**Examples:**

- Discusses how the lack of arm movement in Irish step dancing is reflective of a period of persecution in Irish history.
- Discusses capoeira and its Afro-Brazilian origin in a period of slavery.

**OSPI-Developed Arts Performance Assessments:** Dancing Differences

**Component 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Applies understanding of how dance-related knowledge, skills, and work habits are needed and used in the world of work, including careers in dance.

- Articulates and demonstrates dance-related skills that can be applied to activities in the family and community.
- Articulates knowledge, skills, and work habits needed to perform different careers in dance.

**Examples:**

- Applies dance-related skills, such as alignment and body awareness, while giving a presentation.
- Describes the roles played by various people involved with a production of dance, such as the costume designer, lighting technician, and stage manager.

**OSPI-Developed Arts Performance Assessments:** Shape it Up, Poetry in Motion, Dancing Art, Wild Wonderful Weather

## *Dance—Sixth Grade*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Understands and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Creates and performs movement using different elements of space simultaneously. (Direction, Pathway, and Relationship)
- Creates and performs movement using different elements of space simultaneously. (Level, Shape, and Place)

##### **Examples:**

- Works with a partner to perform movement that includes shifting from sideways on a curved pathway to backwards on a straight pathway.
- Creates a movement phrase that includes both a stag leap and a roll.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates a movement sequence in waltz meter (3/4 time) and march meter (2/2 and 4/4 time) at various tempos. (Tempo, Rhythm/Pattern)

##### **Example:**

- Performs movement sequences in 3/4 time and 4/4 time, learning at a slow tempo and adjusting to a fast tempo with music.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Demonstrates the ability to move one or several body parts with a type of energy that contrasts with that of the rest of the body.

**Example:**

- Demonstrates contrasting energy by pressing smoothly while kicking strongly.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces

**GLE: 1.1.4**

Understands and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Uses the elements of dance and principles of choreography/composition to construct, explain, and perform movements.

**Example:**

- Uses the choreographic devices of retrograde, exaggeration, and expansion to create dances.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces

Component **Develops the technique and skills of dance.**

**1.2****GLE: 1.2.1**

Understands and applies the technique and skills of dance.

- Demonstrates warm-up and cool-down technique that increases flexibility, strength, or coordination.
- Demonstrates extensions, flexions, and limb rotations.
- Demonstrates clarity and precision while moving.

**Examples:**

- Demonstrates a calf stretch that is correctly aligned and of appropriate duration.
- Demonstrates internal and external rotation of the proximal joints.
- Demonstrates dynamic stillness in the upper body as the lower body performs triplets in general space.

**OSPI-Developed Arts Performance Assessment:** Start Right!

Component **Understands and applies dance styles of various artists, cultures, and times.**  
1.3

**GLE: 1.3.1**

Applies and analyzes styles of dance of various cultures, times, and artists.

- Examines the technique and dance styles of various choreographers.
- Determines the purpose—theatrical, ritual, or social—of a dance.

**Examples:**

- Observes and discusses how the technique and styles of choreographers differ (such as comparing Martha Graham and José Limon).
- Differentiates between the theatrical/artistic purpose of a post-modern dance and the archival purposes of a cultural narrative dance that has been passed down.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

Component **Understands and applies audience conventions in a variety of settings and performances of dance.**  
1.4

**GLE: 1.4.1**

Applies his/her understanding of the relationship between, and interactive responsibilities of, the artist/performer and audience in dance, music, theatre, and visual arts.

- Demonstrates active listening and appropriate viewing skills in a variety of performance settings.
- Responds to a performance by applying audience conventions that are appropriate for the venue, style, and/or cultural context.

**Examples:**

- Withholds applause between movements of a classical musical performance.
- Responds appropriately to the humor or sadness within a performance.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

**GLE: 2.1.1**

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Improvises** (alone and with a group) by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information from diverse sources to create dances.
  - **Chooses** elements, principles, and skills to choreograph dances.

- **Reflects** for the purposes of self-evaluation and improvement.
- **Refines** dances through feedback and self-reflection.
- **Presents** dances to others.

**Examples:**

- Creates a phrase, uses choreographic devices to vary the phrase, and organizes the variations of the phrase into a dance.
- Uses relationships, spatial arrangements, or formations, such as lines, clusters, diagonals, entrances, and exits.

**OSPI-Developed Arts Performance Assessments:** The Audition (modified for Grade 6), Moving Masterpieces, Moving Poetry

Component **Applies a performance and/or presentation process to dance.**  
 2.2 (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to dance.  
 Demonstrates a performance process:

- **Determines** the audience and purpose of the work and/or performance.
- **Selects** artistic resources, materials, and/or repertoire to create, perform, and present.
- **Interprets** meaning through personal understanding of the dance and/or performance.
- **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
- **Presents** and produces dance and/or a performance for others.
- **Reflects** upon a dance and/or performance and self-evaluates to set goals.

**Examples:**

- Uses the choreographic devices of retrograde or exaggeration to rehearse and perform a dance composed of phrases.
- Rehearses and performs spatial relationships, spatial arrangements, or formations, such as lines, clusters, diagonals, entrances, and exits.

**OSPI-Developed Arts Performance Assessments:** Start Right!, Moving Masterpieces, Moving Poetry

Component **Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)  
2.3

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Analyzes** the use and organization of elements, principles, skills, foundations, and/or technique.
  - **Interprets** meaning based on personal experiences and knowledge.
  - **Evaluates** and justifies by using supportive evidence and aesthetic criteria.

**Examples:**

- Discusses how the technique and styles of choreographers differ (such as comparing Twyla Tharp and Paul Taylor).
- Analyzes a live or recorded dance to identify the spatial relationships, spatial arrangements, or formations, such as lines, clusters, diagonals, entrances, and exits.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

### 3.1

#### GLE: 3.1.1

Uses dance to express feelings and present ideas.

- Uses the elements of dance to express and present a variety of feelings and ideas.
- Choreographs a dance that reflects a selected theme.

#### **Examples:**

- Chooses a mathematical idea and choreographs a dance to express the concept.
- Uses two locomotor and two non-locomotor movements to construct a dance phrase that communicates an emotion.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces

Component **Uses dance to communicate for a specific purpose.**

### 3.2

#### GLE: 3.2.1

Analyzes and creates dance that communicates for a specific purpose.

- Examines how the elements of dance communicate for a variety of purposes, such as entertaining, informing, persuading, conveying emotion, ritualizing, connecting, preserving culture, and commemorating.
- Creates a dance that communicates for a given purpose.

**Examples:**

- Determines the purpose of dances that he/she observed or performed.
- Choreographs a dance to commemorate the civil rights movement.

**OSPI-Developed Arts Performance Assessments:** Wild Wonderful Weather, Dancing Art, Poetry in Motion, Dancing Differences

Component **Develops personal aesthetic criteria to communicate artistic choices in dance.**  
3.3

**GLE: 3.3.1**

Understands how personal aesthetic criteria influence artistic choices in dance.

- Explains how personal aesthetic criteria in dance are influenced by personal perceptions, experiences, and cultural connections.

**Example:**

- Articulates the differences between works by different choreographers by referencing their historical or cultural contexts.

**OSPI-Developed Arts Performance Assessments:** Art in Action, Dance Critic, Dance Expert

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work. .

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Component 4.1 **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

### GLE: 4.1.1

Understands that artworks from different arts disciplines share common attributes and were created using similar artistic processes with dance.

- Explains how the dance attributes of artworks in dance compare to the attributes of artworks in other arts disciplines.
- Explains how the dance processes used to create artworks in dance are similar to the processes of other arts disciplines.

#### **Examples:**

- Articulates how geometric shapes are used in both a piece of visual art and the dance composition.
- Explains how the process of composing a piece of music or of painting a picture parallels the process of choreographing a dance.
- Uses an attribute of theatre, such as gesture, to create a dance.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces, Start Right!

Component 4.2 **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

### GLE: 4.2.1

Analyzes and evaluates the relationships between dance and other content areas.

- Determines how dance-related concepts occur in other content areas.

**Examples:**

- Choreographs a dance based on the use of symmetrical and asymmetrical shapes in American Indian architecture.
- Chooses appropriate dance-related concepts to express characteristics of Mayan art.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces, Start Right!

Component **Understands how the arts impact and reflect personal choices throughout life.**  
4.3

**GLE: 4.3.1**

Analyzes and evaluates how dance impacts state economic, political, and environmental choices.

- Examines how dance impacts choices locally.
- Reflects on how dance impacts personal choices and choices made by groups.
- Assesses the personal and economic impacts of plagiarism and copyright infringements on artists and the dance profession.

**Examples:**

- Discusses the impact of dance on his/her personal life.
- Researches the effects of hip-hop dance on the local economy.
- Examines the definition and effect of plagiarism within the field of dance.

**OSPI-Developed Arts Performance Assessments:** Dance Expert

Component **Understands how the arts influence and reflect cultures/civilization, place, and time.**  
4.4

**GLE: 4.4.1**

Analyzes and applies his/her understanding of the ways that specific attributes of dance reflect and/or influence culture and history.

- Examines the specific attributes of dances that reflect the values and beliefs of a particular culture or historical period.

**Examples:**

- Articulates the role of dance in personal culture by using statements such as “In my family, we do the electric slide at weddings and barbeques.” or “In my culture, men and women dance separately.”
- Discusses how the dancer Isadora Duncan reflected changing values in the culture and society of America and Western Europe.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

Component **Understands how arts knowledge and skills are used in the**  
**4.5 world of work, including careers in the arts.**

**GLE: 4.5.1**

Analyzes and applies understanding of how dance-related knowledge, skills, and work habits are needed and used in the world of work, including careers in dance.

- Examines how dance-related knowledge, skills, and work habits are needed and used in the world of work.
- Examines the knowledge, skills, and work habits required for careers in dance.
- Sets goals and then practices meeting deadlines to complete work.

**Examples:**

- Compares the collaborative skills needed in dance to the collaborative skills required for other activities.
- Reports on the duties and implications of a job in the management of a theatre or dance company.
- Researches a career in the fields of dance or movement (including somatic/bodywork, such as massage therapy, Feldenkrais, Rolfing, yoga, or Pilates).



## *Dance—Seventh and Eighth Grades*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

---

Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Understands and applies the elements and vocabulary of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Explains different elements of space and performs movements to express these elements simultaneously. (Direction, Pathway, Level, Shape, and Personal Space)
- Works with a partner or in small or large groups to create and perform movements using the elements of space. (Relationship)

##### **Examples:**

- Identifies and performs a movement phrase that includes traveling forward on a curved pathway while changing levels and body shape.
- Performs with a partner a movement phrase that includes traveling forward on a curved pathway while changing levels and body shape.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Demonstrates a rhythmic pattern by performing movement that lasts for different durations of time. (Tempo, Rhythm/Pattern)

##### **Example:**

- Uses a steady beat and holds the tempo in half time and double time.

**GLE: 1.1.3**

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Explains and/or communicates different qualities of energy, and expresses them through movement.

**Example:**

- Uses “free and controlled flow” and “sustained and percussive” energy to create, perform, and identify qualities of energy.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces

**GLE: 1.1.4**

Understands and applies the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Uses the elements of dance and principles of choreography/composition to construct, explain, and perform movement.

**Example:**

- Creates dances using the choreographic devices of transposition, opposition, and accumulation.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces

Component **Develops the technique and skills of dance.**

**1.2**

**GLE: 1.2.1**

Applies and analyzes the technique and skills of dance.

- Uses abdominal muscular control (core support) in movement.
- Demonstrates various partnering technique, such as weight-sharing and counterbalance.
- Demonstrates the ability to move with others within a variety of spatial arrangements/formations.

**Examples:**

- Engages abdominal muscles to maintain balance.
- Works with a partner(s) to demonstrate weight-sharing, lifts, or counterbalance.
- Demonstrates the ability to move with others while maintaining diamond, diagonal, or circular formations.

**OSPI-Developed Arts Performance Assessment:** Start Right!

**Component 1.3 Understands and applies dance styles of various artists, cultures, and times.**

**GLE: 1.3.1**

Analyzes and evaluates styles of dance of various cultures, times, and artists.

- Analyzes the impact of national or world events on styles of dance.
- Examines the development of types of dance within their historical/cultural contexts.

**Examples:**

- Analyzes the impact of the “Middle-Passage” and slave trade in relation to capoeira (in South America) and/or swing.
- Researches the development and influence of Isadora Duncan.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

**Component 1.4 Understands and applies audience conventions in a variety of settings and performances of dance.**

**GLE: 1.4.1**

Applies his/her understanding of the relationship between, and interactive responsibilities of, the artist/performer and audience in dance, music, theatre, and visual arts.

- Demonstrates active listening and appropriate viewing skills in a variety of performance settings.
- Analyzes the attributes of a performance.

**Examples:**

- Identifies ways that an audience’s positive or negative behaviors impact the performance and the performers.
- Responds to a performance by discussing the attributes of the performance before making judgments about the performance.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

---

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

**GLE: 2.1.1**

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Determines** the audience for and purpose of a dance performance.
  - **Improvises** (alone and with a group) by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.
  - **Gathers and interprets** information from diverse sources to create dances.
  - **Chooses** dance elements, principles, and skills to choreograph dances.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** dances through feedback and self-reflection.
  - **Presents** dances to others.

**Examples:**

- Reflects by journaling about a dance that he/she choreographed and uses the vocabulary of dance to describe the work.
- Creates contrast in choreography by manipulating and juxtaposing a phrase within a solo or duet.
- Uses transposition to develop dance phrases.

**OSPI-Developed Arts Performance Assessments:** The Audition (modified for Grade 8), Moving Masterpieces, Moving Poetry

Component **Applies a performance and/or presentation process to dance.**  
 2.2 (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to dance.

- Demonstrates a performance process:
  - **Determines** the audience for and purpose of the work and/or performance.
  - **Selects** artistic resources, materials, and/or repertoire to create, perform, and present.
  - **Analyzes** the structure, context, and/or aesthetics of the work.
  - **Interprets** meaning through personal understanding of the dance and/or performance.
  - **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
  - **Presents** and produces dance and/or a performance for others.
  - **Reflects** upon a dance and/or performance and self-evaluates to set goals.

**Examples:**

- Uses reflective journaling as he/she choreographs, rehearses, and performs a dance.
- Rehearses and performs choreography that includes both unison and canon movements.
- Performs transposed dance phrases with clarity.

**OSPI-Developed Arts Performance Assessments:** Start Right!, Moving Masterpieces, Moving Poetry

Component  
2.3

**Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Analyzes** the use and organization of elements, principles, skills, foundations, and/or technique.
  - **Interprets** meaning based on personal experiences and knowledge.
  - **Evaluates** and justifies by using supportive evidence and aesthetic criteria.

**Examples:**

- Evaluates the use of set designs, costumes, and music to support the meaning of a live or recorded dance.
- Analyzes the use of choreographic devices (unison, retrograde, expansion, transposition, opposition, and accumulation) in a live or recorded dance.
- Evaluates the choreographic work of his/her peers and provides feedback.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

### 3.1

#### GLE: 3.1.1

Uses dance to express feelings and present ideas.

- Uses the elements of dance to express and present a variety of feelings and ideas.
- Choreographs a dance that reflects a selected theme.

#### **Examples:**

- Works in small groups to choreograph a dance based on the theme of conflict and resolution.
- Choreographs a dance to express the effects of global warming in different climate zones.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces

Component **Uses dance to communicate for a specific purpose.**

### 3.2

#### GLE: 3.2.1

Analyzes and creates dance that communicates for a specific purpose.

- Examines how the deliberate use of the elements, foundations, skills, and technique of dance communicates for a specific purpose.
- Creates a dance that communicates for a given purpose.

#### **Examples:**

- Recognizes how the elements, foundations, skills, and techniques of dance were used to support the purposes of dances that he/she observed or performed.
- Researches “coming of age” rituals and choreographs a dance to highlight universal aspects.

**OSPI-Developed Arts Performance Assessments:** Art in Action, Dance Critic, Dance Expert

**Component 3.3** **Develops personal aesthetic criteria to communicate artistic choices in dance.**

**GLE: 3.3.1**

Applies personal aesthetic criteria to make artistic choices in dance.

- Refines the choreography of a dance to reflect personal aesthetic criteria (personal perceptions, experiences, and cultural connections).
- Articulates differences between his/her own aesthetic choices and the aesthetic choices of others.

**Examples:**

- Creates variations on a dance that he/she learned and explains the choices he/she made when selecting the changes.
- Reflects upon his/her own choreographic choices and compares them with the choices of other choreographers who expressed the same theme.

**OSPI-Developed Arts Performance Assessments:** Art in Action, Dance Critic, Dance Expert

**EALR 4—Dance**

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work. .

**Component 4.1** **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

**GLE: 4.1.1**

Analyzes, and applies his/her understanding of, how artworks and/or performances of dance and of the other arts disciplines share common attributes.

- Examines an arts presentation that integrates two or more arts disciplines.
- Creates an arts presentation that integrates two or more arts disciplines.

**Examples:**

- Choreographs a dance and uses original costumes and set.
- Discusses and learns what the term “minimalism” means in each of the arts disciplines.
- Watches and responds to a production of musical theatre, such as *West Side Story*, and articulates how dance is integrated into the story and used to express the characters.

**OSPI-Developed Arts Performance Assessments:** Moving Poetry, Moving Masterpieces, Start Right!

Component 4.2 **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

**GLE: 4.2.1**

Analyzes and evaluates the relationships between dance and other content areas.

- Examines the relationship between dance and other content areas.
- Determines how dance-related concepts occur in other content areas.

**Examples:**

- Uses mathematical graphing patterns to choreograph a dance.
- Uses the relationships of dance to express the balance of power between the three branches of government: executive, legislative, and judicial.
- Examines how the choreographic process parallels the writing process and how the characteristics of writing relate to the characteristics of dance.

**OSPI-Developed Arts Performance Assessments:** Start Right!, Moving Masterpieces, Moving Poetry

**Component 4.3 Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Analyzes and evaluates how dance impacts state economic, political, and environmental choices.

- Examines how dance impacts choices in the state.
- Reflects on how dance impacts personal choices and choices made by groups.
- Assesses the personal and economic impacts of plagiarism and copyright infringements on artists and the dance profession.

**Examples:**

- Researches and visits public art in his/her community and reflects on how the art influences the community.
- Creates a site-specific dance in a public place.
- Researches a legal case or current event that involves plagiarism or infraction of copyright in the arts.

**OSPI-Developed Arts Performance Assessment:** Dance Expert

**Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Analyzes and applies his/her understanding of the ways that specific attributes of dance reflect and/or influence culture and history.

- Examines and articulates the specific attributes of dances that reflect the values and beliefs of a particular culture or historical period.

**Examples:**

- Discusses hip-hop dance and how African American music/dance relates to the civil rights movement.
- Researches the relationship between oppressive societies and the suppression of dance.

**OSPI-Developed Arts Performance Assessments:** Dance Critic, Dance Expert

Component **Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**  
4.5

**GLE: 4.5.1**

Analyzes and applies understanding of how dance-related knowledge, skills, and work habits are needed and used in the world of work, including careers in dance.

- Examines and reflects on how dance-related knowledge, skills, and work habits are needed and used in the world of work.
- Compares the knowledge, skills, and work habits of careers in dance.
- Sets goals and then practices meeting deadlines to complete work.

**Examples:**

- Researches the careers of well-known dance professionals from the Pacific Northwest, such as Merce Cunningham, Pat Graney, or Mark Morris.
- Researches careers in dance education, such as studio instruction, K–12 dance education, and higher education or professional dance training.
- Creates and follows a timeline to produce an original production of dance.



## ***Dance—High School Proficiency***

### **EALR 1—Dance**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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Component **Understands and applies dance concepts and vocabulary.**

1.1 GLE: 1.1.1

Uses the vocabulary of dance as he/she applies and analyzes the elements of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Examines different elements of space and performs movements to express these elements simultaneously. (Direction, Pathway, Level, Shape, Personal Space, and Relationship)

**Example:**

- Collaborates with a partner to clarify spatial designs and directions for a unison performance.

GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Examines the elements of time and performs movement to express them. (Tempo, Rhythm/Pattern)

**Example:**

- Constructs and performs movement using syncopation and polyrhythms.

GLE: 1.1.3

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Conveys an intended purpose by examining different qualities of energy and expresses them through movement.

**Example:**

- Produces and performs movement with powerful energy to convey emotions.

**OSPI-Developed Arts Performance Assessments:** Poetry in Performance, Art in Action, The Audition

**GLE: 1.1.4**

Uses the vocabulary of dance as he/she applies and analyzes the principles of choreography/composition and the vocabulary of dance.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Uses the elements of dance and principles of choreography/composition to construct, explain, and perform movement.

**Examples:**

- Uses the choreographic devices of motif development, theme, and variation to create dances.
- Creates dances that demonstrate narrative and abstract forms and that use transitional flow.

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, Poetry in Performance

Component **Develops the technique and skills of dance.**

**1.2**

**GLE: 1.2.1**

Applies and analyzes the technique and skills of dance.

- Demonstrates alignment, strength, flexibility, and balance in movement.
- Applies the appropriate quality of energy to the technique of dance.
- Performs (accurately and with artistry) movement sequences in different genres of dance.

**Examples:**

- Demonstrates strength, flexibility, and balance in the bends, extensions, turns, and jumps that are appropriate to the genre of dance being studied.
- Demonstrates use of strength and lightness in elevations, such as jumps and leaps.
- Performs movement sequences in genres such as hip-hop, jazz, and ballet.

**OSPI-Developed Arts Performance Assessment:** Moving Toward Alignment

Component  
1.3

**Understands and applies dance styles of various artists, cultures, and times.**

**GLE: 1.3.1**

Analyzes and evaluates styles of dance of various cultures, times, and artists.

- Examines a cultural style of dance and uses its characteristics in original choreography.
- Provides evidence of the influence of one style or genre of world dance on another.

**Examples:**

- Creates and performs choreography informed by classical Cambodian dance.
- Researches the historical/social context that brought African and Irish dance styles together to create tap dance in the 19<sup>th</sup> century.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

Component **Understands and applies audience conventions in a variety of settings and performances of dance.**  
1.4

**GLE: 1.4.1**

Analyzes, evaluates, and then applies his/her understanding of the ways that audience conventions differ according to style and culture in dance, music, theatre, and visual arts.

- Demonstrates active listening and appropriate viewing skills in a variety of performance settings.
- Applies his/her knowledge of the interactive nature of the relationship between an audience and performers.

**Examples:**

- Responds to the context and cues within a given performance by employing either reserved attention or enthusiastic participation.
- Examines the audience’s behavior(s) when he/she is in an unfamiliar venue and/or cultural setting to determine appropriate etiquette and response.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

**GLE: 2.1.1**

Applies a creative process to dance.

- Demonstrates a creative process:
  - **Determines** the audience for and purpose of a performance.
  - **Improvises** (alone and with a group) by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance.

- **Gathers and interprets** information from diverse sources to create dances.
- **Chooses** elements, principles, and skills to choreograph dances.
- **Reflects** for the purposes of self-evaluation and improvement.
- **Refines** dances through feedback and self-reflection.
- **Presents** dances to others.

**Examples:**

- Creates (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Uses movement material, developed in collaboration with peers, to set spatial arrangements and formations.
- Uses movement motifs to develop dance phrases.

**OSPI-Developed Arts Performance Assessments:** The Audition, Moving Masterpieces, Moving Poetry

Component **Applies a performance and/or presentation process to dance.**  
 2.2 (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance process to dance.

- Demonstrates a performance process:
  - **Determines** the audience for and purpose of the work and/or performance.
  - **Selects** artistic resources, materials, and/or repertoire to create, perform, and present.
  - **Analyzes** the structure, context, and/or aesthetics of the work.
  - **Interprets** meaning through personal understanding of the dance and/or performance.
  - **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
  - **Presents** and produces dance and/or a performance.
  - **Reflects** upon a dance and/or performance and self-evaluates to set goals.

**Examples:**

- Selects music and choreographs a dance for a specific audience.
- Uses peers' feedback to refine a piece of choreography for a performance.
- Performs dance phrases with seamless transitions.

**OSPI-Developed Arts Performance Assessments:** The Audition, Poetry and Performance, Moving Toward Alignment

## Component 2.3

**Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Analyzes** the use and organization of elements, principles, skills, foundations, and/or technique.
  - **Interprets** meaning based on personal experiences and knowledge.
  - **Evaluates** and justifies by using supportive evidence and aesthetic criteria.

**Examples:**

- Observes, reflects upon, and provides feedback in response to the choreographic work of peers as they prepare for a performance.
- Observes a performance of dance and analyzes the ways that the elements of dance and principles of choreography were used to support a theme.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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Component **Uses dance to express feelings and present ideas.**

### 3.1

#### GLE: 3.1.1

Analyzes the ways that dance communicates ideas and feelings.

- Examines and plans ways to present ideas and express feelings through dance.
- Choreographs a dance that reflects a selected theme.

#### **Examples:**

- Examines a poem and plans movement phrases to express the words and style of the poem.
- Choreographs three movement phrases to express the designated roles of the three branches of government (legislative, executive, judicial).

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, Dancing Differences, World Dance Cultures

Component **Uses dance to communicate for a specific purpose.**

### 3.2

#### GLE: 3.2.1

Analyzes, evaluates and creates dance that communicates for a specific purpose and to a specific audience.

- Examines and critiques how the deliberate use of the elements, foundations, skills, and technique of dance communicates for a specific purpose, in a variety of genres and styles, and to a specific audience.
- Creates a dance to communicate for a selected purpose to a particular audience.

**Examples:**

- Distinguishes and critiques the use of the elements, foundations, skills, and techniques of dance to support the purposes of dances that he/she observes or performs.
- Choreographs a dance in the style of musical theatre.

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, World Dance Cultures

Component  
3.3

**Develops personal aesthetic criteria to communicate artistic choices in dance.**

**GLE: 3.3.1**

Analyzes and evaluates how personal aesthetic criteria influence artistic choices in dance.

- Compares and contrasts the aesthetic choices of others.
- Determines personal aesthetic criteria (personal perceptions, experiences, and cultural connections) to choreograph dances.
- Categorizes the sequence of the development of genres of dance or choreographic styles and communicates how they relate to each other.

**Examples:**

- Creates a dance in collaboration with other choreographers, while distinguishing and reflecting on the process of developing a unified dance from several voices.
- Creates solo choreography and evaluates the experiences and cultural connections that shaped his/her choreographic choices.
- Researches the changes in modern dance (from Martha Graham and Doris Humphrey through subsequent key choreographers).

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, World Dance Cultures

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

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Component 4.1 **Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).**

### GLE: 4.1.1

Analyzes, evaluates, and applies understanding of how artworks and/or performances of dance and of the other arts disciplines share common attributes.

- Examines an arts presentation that integrates two or more arts disciplines.
- Critiques arts presentations that integrate multiple arts disciplines.
- Collaborates with others to prepare presentations that integrate multiple arts disciplines.
- Performs in arts presentations that integrate multiple arts disciplines.

#### **Examples:**

- Sets a scene and choreographs a dance to further the story in a production of musical theatre.
- Composes, choreographs, produces, and creates individual and collaborative performances, productions, and projects, such as musicals, operas, art shows, and live performances of theatre.
- Responds to a performance (live or on film) of African dance and drumming by analyzing the relationship between the dancers and the drummers.

**OSPI-Developed Arts Performance Assessments:** Moving Toward Alignment, Art in Action, The Audition, Poetry and Performance

Component **Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**  
4.2

**GLE: 4.2.1**

Analyzes, evaluates, and applies understanding of how the attributes of dance are used in other content areas.

- Produces a presentation of dance that integrates other content areas.
- Examines and critiques a presentation of dance that integrates other content areas.

**Examples:**

- Rehearses and performs a dance based on a cultural dance and examines the dance’s historical, social, and cultural context and meaning.
- Provides feedback to peers on choreography based on the spatial relationships found in molecular structure.

**OSPI-Developed Arts Performance Assessments:** Moving Toward Alignment, Art in Action, World Dance Cultures, The Audition, Poetry and Performance

Component **Understands how the arts impact and reflect personal choices throughout life.**  
4.3

**GLE: 4.3.1**

Analyzes and evaluates how dance impacts national economic, political, and environmental choices.

- Determines how dance impacts economic, political, and environmental choices in a community and/or society.
- Assesses how plagiarism and copyright infringements impact and reflect economic, political, and environmental choices and affect artists and the dance profession.

**Examples:**

- Examines policy issues related to dance.
- Identifies an instance of plagiarism or copyright infringement and assesses its causes and effects.

**OSPI-Developed Arts Performance Assessments:** Poetry and Performance, World Dance Cultures, Art in Action

Component  
4.4

**Understands how the arts influence and reflect cultures/civilization, place, and time.**

**GLE: 4.4.1**

Analyzes and evaluates how a dance reflects and/or influences culture, place, and history.

- Determines and justifies the ways that specific attributes of a dance both shape and reflect the values and beliefs of a culture or historical period.
- Selects and examines specific works of dance that have shaped or reflected the values and beliefs of a culture or historical period.
- Distinguishes between dances from different time periods by identifying their characteristic attributes.

**Examples:**

- Examines Renaissance dance and how the movement was affected by the clothing style and fashion of the time period.
- Examines *The Green Table*, by German choreographer Kurt Joos, in relation to peace negotiations in the 1930's.
- Analyzes and demonstrates how styles of dance (ballet, tap, hip-hop) reflect the cultures in which they were formed.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

**Component 4.5** **Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Analyzes and applies understanding of how dance-related knowledge, skills, and work habits are needed and used in the world of work, including careers in dance.

- Selects the safety habits, skills, standards, and expectations used in dance and needed to be successful in the workplace.
- Evaluates knowledge, skills, and work habits for careers in dance.
- Implements a plan to meet deadlines and complete work.

**Examples:**

- Articulates (verbally or in writing) how the skills gained through dance will benefit a person in the workforce.
- Compares the roles of the choreographers in a major dance company with those of a smaller company; or compares and contrasts the “pros and cons” of pursuing different dance-related careers.
- Develops a career or “5 year plan” for him/herself as an artist or learner.

**OSPI-Developed Arts Performance Assessment: The Audition**

## *Dance—High School Advanced Proficiency*

### EALR 1—Dance

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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Component **Understands and applies dance concepts and vocabulary.**

#### 1.1

##### GLE: 1.1.1

Uses the vocabulary of dance as he/she analyzes and evaluates the elements of dance.

**Elements of Dance:** *Space*, Time, Energy/Force

- Examines and justifies choices of movement by considering whether the element of space was effectively used to convey the dance’s intended purpose. (Direction, Pathway, Level, Shape, Personal Space, and Relationship)

**Example:**

- Justifies the use of circular formations and connected shapes during the choreographic process to convey community.

##### GLE: 1.1.2

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, *Time*, Energy/Force

- Examines and justifies choices of movement by considering whether the element of time was effectively used to convey the dance’s intended purpose. (Tempo, Rhythm/Pattern)

**Example:**

- Justifies the use of a fast tempo to convey chaos or adagio movement with allegro musical accompaniment.

### GLE: 1.1.3

Recognizes, understands, and applies the elements and vocabulary of dance.

**Elements of Dance:** Space, Time, *Energy/Force*

- Examines and justifies choices of movement by considering whether the element of energy was effectively used to convey the dance's intended purpose.

#### **Example:**

- Justifies the use of bound energy to express anger or angst.

**OSPI-Developed Arts Performance Assessments:** Poetry in Performance, Art in Action, The Audition

### GLE: 1.1.4

Uses the vocabulary of dance as he/she analyzes and evaluates the principles of choreography/composition.

**Principles of Choreography/Composition:** Form/Design, Theme, Repetition, Balance, Contrast, Emphasis, Variety

- Examines and justifies choices of movement by considering whether the elements of dance and principles of choreography/composition were effectively used to convey the dance's intended purpose(s).

#### **Examples:**

- Provides evidence to support intentional choreographic choices.
- Examines a well-known piece of choreography, such as Alvin Ailey's *Revelations*, and interprets choreographic choices.

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, Poetry in Performance

Component **Develops the technique and skills of dance.**

1.2

**GLE: 1.2.1**

Applies, analyzes, and evaluates the technique and skills of dance.

- Evaluates movement and implements a self-correcting process as part of his/her technique.
- Demonstrates complex dance movements with technical skill and expression.
- Demonstrates proficiency and artistry of partnering technique, such as weight-sharing, counterbalance, and lifting.

**Examples:**

- Recognizes the need to adjust alignment when he/she loses his/her balance during a pirouette.
- Demonstrates turns, level changes, and directional changes that are appropriate to the theme of a dance.
- Uses transitional flow during the process of contact-improvisation.

**OSPI-Developed Arts Performance Assessment:** Moving Toward Alignment

Component **Understands and applies dance styles of various artists, cultures, and times.**

1.3

**GLE: 1.3.1**

Applies and analyzes styles of dance of various cultures, times, and artists.

- Selects and critiques major historical works of dance.
- Selects, rehearses, and refines the technique and dance styles of various choreographers.

**Examples:**

- Critiques dances, such as *Errand into the Maze* and/or *Rite of Spring*.
- Creates a dance informed by Bob Fosse's work.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

Component **Understands and applies audience conventions in a variety of settings and performances of dance.**  
1.4

**GLE: 1.4.1**

Analyzes, evaluates, and then applies his/her understanding of the ways that audience conventions differ according to style and culture in dance, music, theatre, and visual arts.

- Demonstrates active listening and appropriate viewing skills in a performance setting.
- Applies his/her understanding of the performance's venue, style, and cultural context to justify appropriate audience conventions.

**Examples:**

- Analyzes the attributes of a performance and evaluates how the interaction between the audience and performers influenced the outcome of the performance.
- Reflects upon a performance and evaluates his/her response to it based on an analysis of the performance's characteristics.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

## EALR 2—Dance

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component **Applies a creative process to dance.** (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)  
2.1

**GLE: 2.1.1**

Applies a creative process to dance.

Demonstrates a creative process:

- **Determines** the audience for and purpose of a dance performance.
- **Improvises** (alone and with a group) by using the elements of dance (space, time, and energy) to create, experience, and discover dance.
- **Gathers and interprets** information from diverse sources to create dances.

- **Chooses** elements, principles, and skills to choreograph dances.
- **Reflects** for the purposes of self-evaluation and improvement.
- **Refines** dances through feedback and self-reflection.
- **Presents** dances to others.

**Examples:**

- Observes improvisations by peers and then develops, organizes, and reflects upon movement-related material.
- Creates original movements that are informed by the genres (ballet, jazz, hip-hop), styles (Balanchine, Fosse), and technique he/she is studying.

**OSPI-Developed Arts Performance Assessments:** The Audition, Art in Action, Poetry and Performance

Component  
2.2

**Applies a performance and/or presentation process to dance.**  
(Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Applies a performance process to dance.

- Demonstrates a performance process:
  - **Determines** the audience for and purpose of the work and/or performance.
  - **Selects** artistic resources, materials, and/or repertoire to create, perform, and present.
  - **Analyzes** the structure, context, and/or aesthetics of the work.
  - **Interprets** meaning through personal understanding of the dance and/or performance.
  - **Rehearses**, adjusts, and refines through evaluation, reflection, and problem-solving.
  - **Presents** and produces dance and/or a performance for others.
  - **Reflects** upon a dance and/or performance and self-evaluates to set **goals**.

**Examples:**

- Choreographs a dance (for a senior project, portfolio, etc.) to express cumulative learning.
- Rehearses and refines choreography for performances.

**OSPI-Developed Arts Performance Assessments:** The Audition, Poetry and Performance, Moving Toward Alignment

Component **Applies a responding process to a performance and/or presentation of dance.** (Engages, describes, analyzes, interprets, and evaluates)  
2.3

**GLE: 2.3.1**

Applies a responding process to dance.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing dance.
  - **Articulates** what is seen, felt, and/or heard when responding to dance.
  - **Analyzes** the use and organization of elements, principles, skills, foundations, and/or technique.
  - **Interprets** meaning based on personal experiences and knowledge.
  - **Evaluates** and justifies by using supportive evidence and aesthetic criteria.

**Examples:**

- Uses a recording of a performance to reflect upon and evaluate a dance that he/she choreographed.
- Makes and justifies aesthetic judgments about a piece of live or recorded choreography.

## EALR 3—Dance

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

Component **Uses dance to express feelings and present ideas.**

### 3.1

#### GLE: 3.1.1

Analyzes and evaluates how dance communicates ideas and feelings.

- Gathers, examines, reflects upon, and presents ideas and feelings through dance.
- Critiques how effectively the ideas and feelings in a performance/production were communicated.
- Choreographs a dance that reflects a selected theme.

#### **Examples:**

- Choreographs a dance based on a chosen social issue and examines and reflects upon the elements, principles, and forms of dance in order to refine and communicate ideas.
- Observes *The Green Table*, choreographed by Kurt Joos, and evaluates how the elements, principles, and forms of dance were used to communicate ideas and feelings.

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, Dancing Differences, World Dance Cultures

Component **Uses dance to communicate for a specific purpose.**

### 3.2

#### GLE: 3.2.1

Analyzes, evaluates, and creates a dance that communicates for a specific purpose and to a specific audience.

- Examines and critiques how the deliberate use of the elements, foundations, skills, and technique of dance communicates for a specific purpose, in a variety of genres and styles, and to a specific audience.
- Creates dance independently to communicate for a selected purpose to a particular audience.

**Examples:**

- Compares, contrasts, and justifies the use of the elements, foundations, skills, and technique of dance to support the purposes of dances that he/she observed or performed.
- Selects and researches a theme and choreographs a dance in a chosen style or genre.

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, World Dance Cultures

Component 3.3 **Develops personal aesthetic criteria to communicate artistic choices in dance.**

**GLE: 3.3.1**

Analyzes, evaluates, and creates works of dance by using personal aesthetic criteria to communicate artistic choices.

- Interprets the influence of personal aesthetic criteria on artistic choices.
- Critiques and justifies how personal aesthetic choices are reflected in performances of dance.
- Choreographs a dance and uses personal aesthetic criteria to communicate artistic choices.

**Examples:**

- Considers examples of his/her own choreography as he/she reflects upon personal aesthetic criteria.
- Interprets a choreographer’s personal aesthetic criteria by observing several works by the choreographer.
- Creates and justifies a dance that expresses personal aesthetic criteria and provides evidence to support intentional choreographic choices.

**OSPI-Developed Arts Performance Assessments:** Art in Action, The Audition, World Dance Cultures

## EALR 4—Dance

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

Component 4.1 Demonstrates and analyzes the connections among the arts (*dance, music, theatre, and visual arts*).

### GLE: 4.1.1

Analyzes, evaluates, and creates a presentation that integrates dance with multiple arts disciplines.

- Examines an arts presentation that integrates two or more arts disciplines.
- Critiques arts presentations that integrate multiple arts disciplines.
- Collaborates with others to prepare presentations that integrate multiple arts disciplines.
- Performs in arts presentations that integrate multiple arts disciplines.

#### **Examples:**

- Creates a performance that integrates an original piece of visual art and an original dance.
- Examines dance, music, and visual arts as they progress through the eras and identifies commonalities among their respective stylistic developments.
- Responds to a performance of musical theatre (live or on film) by writing a review that evaluates the features of the different arts disciplines as they appeared in the musical (dance, music, acting, costume design, set design, and so on).
- Attends or observes a performance that combines arts disciplines, such as Mark Morris's *L'Allegro, il Penseroso ed il Moderato*, and analyzes how music, poetry, art, and dance are integrated into a unified performance.

**OSPI-Developed Arts Performance Assessments:** Moving Toward Alignment, Art in Action, The Audition, Poetry and Performance

**Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.**

**GLE: 4.2.1**

Analyzes, evaluates, and creates a presentation that integrates dance with other content areas.

- Creates a presentation that integrates dance and another content area.
- Examines and critiques a presentation of dance that uses other content areas.

**Examples:**

- Creates presentations (for senior projects, e-folios, websites, and IB and AP portfolios) that use the connections among the arts and between the arts and other disciplines, life, cultures, and work.
- Critiques a dance by interpreting the choreographer’s intent and use of other content areas.

**OSPI-Developed Arts Performance Assessments:** Moving Toward Alignment, Art in Action, World Dance Cultures, The Audition, Poetry and Performance

**Component 4.3 Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

Analyzes and evaluates the role of the dance artist and the impact of dance on global economic, political, and environmental choices.

- Examines and justifies the impact of dance on choices throughout life.
- Assesses how personal choices relating to plagiarism and copyright infringement impact artists and the dance profession.

**Examples:**

- Analyzes how the themes and stories depicted in performances of opera, ballet, musical theatre, poetry, or electronic mixed media connect to and influence personal life stories.
- Reflects on the long-term positive benefits of practicing dance on a regular basis.
- Examines societal issues related to dance, such as “What is my position on censorship of the arts?” or “Which dances should be allowed at prom?”
- Researches the legal and societal consequences of plagiarism and copyright infringement.

**OSPI-Developed Arts Performance Assessments:** Poetry and Performance, World Dance Cultures, Art in Action

Component **Understands how the arts influence and reflect**  
**4.4** **cultures/civilization, place, and time.**

**GLE: 4.4.1**

Analyzes and evaluates how a dance reflects and/or influences culture, place, and history.

- Critiques how dance can shape and reflect the values and beliefs of culture and history over time.
- Determines how specific works of dance have shaped or reflected culture and history.
- Distinguishes between dances from different time periods by identifying their characteristic attributes.

**Examples:**

- Examines Martha Graham’s *Frontier* in relation to the American landscape and westward movement.
- Evaluates the relationships between the rise of swing dance, big band music, the Harlem Renaissance, and World War II.
- Reflects upon the impact of modern technology on dance as an art form by considering what he/she has seen on the internet and TV.

**OSPI-Developed Arts Performance Assessment:** World Dance Cultures

**Component 4.5** **Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

**GLE: 4.5.1**

Analyzes and evaluates how dance-related knowledge, skills, and work habits are vital and transferable to the world of work, including careers in dance.

- Examines the safety habits, skills, standards, and expectations used in dance and needed to be successful in the workplace.
- Researches careers in dance and practices appropriate work habits and skills.
- Implements a plan to meet deadlines and complete work.

**Examples:**

- Demonstrates timeliness and collaborative and organizational skills as he/she participates in an internship with a local dance company or arts education organization.
- Designs the lights, set, or costumes for a production of dance and ensures that the design is aligned with industry standards (as per career and technical guidelines).
- Organizes and meets deadlines to complete a dance-related presentation for his/her senior project.
- Compares and contrasts universities and conservatories and examines the differences between a BA and BFA college degree.

**OSPI-Developed Arts Performance Assessment:** The Audition

## *Dance Glossary*

**AB:** a two-part compositional form in which the second part differs from the first.

**ABA:** a three-part compositional form in which the first and last parts are the same and the middle part is different.

**ABC:** a three-part compositional form, often with a moderate beginning, slow middle, and fast ending.

**Abstract:** to simplify or exaggerate movement to serve the purpose of the composition; a dance movement that has been removed from a representational context.

**Accent:** a stress or emphasis on a specific beat or movement.

**Accumulation:** a choreographic device in which a sequence is repeated with the addition of one or more movements each time; for example, 1, 1-2, 1-2-3, etc.

**Aesthetic criteria:** standards by which to judge a work of art or a performance.

**Agility:** the ability to change the position of one's body quickly, control the movement of one's body, and move with ease or kinetic flow.

**Alignment:** the body's organized response to gravity and the need to find balance (synonym: posture).

**Asymmetrical:** a body shape or choreographic formation in which two sides are not alike.

**Audience etiquette:** parameters of acceptable behavior for audience members at performances.

**Balance:** 1. the ability to maintain one's stability; 2. in composition, the arrangement of sections of a dance and/or the use of the performance space to create a sense of equilibrium.

**Bend:** to bring two body parts closer together.

**Canon:** a sequence in which identical movement phrases are begun by different dancers successively so that the phrases overlap in a manner similar to that of a musical "round."

**Center stage:** at or toward the center of the performance space.

**Chance dance:** a choreographic form that allows the structure to be determined by some random outside element or rule (for example, flipping a coin or rolling dice).

**Choreograph:** to arrange, compose, or create a dance.

**Choreographer:** a person who creates and/or arranges movements to create a dance.

**Choreographic device:** a compositional tool used to manipulate movements within a dance; for example, canon, unison, retrograde, accumulation, or acceleration.

**Cinquain:** a five-line poem that consists of a noun, two adjectives, three verbs, a four-word phrase, and another noun or synonym at the end.

**Competitive exchange:** a process or format of dance in which participants take turns trying to demonstrate spectacular movement, as in “call and response” and or “call and echo.”

**Concentration:** the act or process of applying close, undivided attention.

**Contact improvisation:** a dance style in which two or more dancers spontaneously create movement by using close physical connectedness and weight sharing.

**Contraction:** movements generated by muscular tension, often accompanied by a shortening or pulling inward of any part of the body.

**Contrast:** the use of movements with different or opposite dynamics, shapes, or use of space.

**Cool-down:** movements and movement phrases designed to cool down core body temperature and stretch muscles after dancing.

**Coordination:** the ability to use the senses together with the parts of the body, or to use two or more body parts together.

**Core:** the muscular and skeletal structures in the center of the body, including the abdomen, spine, and pelvis.

**Counterbalance:** the process by which balance is maintained by placing an equal weight in the opposite direction.

**Crawl:** to move low to the ground on hands and knees while employing cross-lateral movements of hands and legs.

**Diminution:** a choreographic device in which movement phrases are reduced in size or extent.

**Direction:** the line or course along which a dancer or body part is moving in relation to the body’s center.

**Distal:** the position of a body part or location situated away from the center of the body or from the point of attachment.

**Double-time:** a movement performed in half the originally demonstrated amount of time.

**Downstage:** at or toward the front of the performance space.

**Duet:** a dance performed by two people.

**Duple:** a meter in which the basic unit of pulse recurs in groups of two.

**Duration:** the total length of time in the course of which a movement or dance occurs.

**Dynamics:** in dance, the degree of effort (energy/force) and the speed (time) with which a movement is executed (synonym: movement quality).

**Echo:** to repeat a movement exactly as shown.

**Effort actions:** specific actions (as defined by Rudolf von Laban) that combine the efforts of time (quick/sustained), weight (powerful/delicate), and space (direct/indirect) into eight unique actions: dab, float, glide, slash, wring, punch, flick, and press.

**Elements of dance:** space, time, and energy/force.

**Energy/force:** an element of dance; the quality of movement; how a movement is performed, including smooth, sharp, free-flow, bound-flow, strong, light, sustained, and percussive.

**Space:** an element of dance; where bodies move in a dance, including levels, directions, pathways, sizes, and relationships.

**Time:** an element of dance that includes tempo, rhythm, duration, and speed.

**Endurance:** the ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

**Energy/force:** an element of dance; the quality of movement; how a movement is performed, including smooth, sharp, free-flow, bound-flow, strong, light, sustained, and percussive.

**Light:** a quality of movement that minimizes the appearance of strength and/or weight.

**Sharp:** sudden, percussive quality in a movement.

**Smooth:** continuous, sustained quality in a movement.

**Strong:** a quality of movement that maximizes the appearance of strength and/or weight.

**Free-flow:** an uncontrolled, unrestricted quality of movement.

**Bound-flow:** a contained, controlled quality of movement.

**Exaggeration:** a choreographic device in which movements or movement phrases are enlarged or altered beyond the original proportion.

**Expansion:** a choreographic device in which movement or movement phrases are made larger or broader or become more fully developed.

**Expression:** the nuances (of tempo, dynamics, phrasing, and so forth) by means of which the performance of a movement conveys ideas and feelings.

**Extension:** reaching or stretching any part of the body away from its point of origin or the body's center.

**External rotation:** a pivoting of a bone in a joint away from the midline (in the legs, the degree is commonly referred to as "turn-out").

**Flexibility:** the ability to move the joints and muscles through a full range of motion.

**Flexion:** bending or folding any part of the body toward its point of origin or the body's center.

**Flow:** a quality of energy whereby movements can either be contained or free flowing.

**Fluent:** moving smoothly from part to part and movement to movement, or demonstrating transitional flow.

**Focus:** 1. the ability to concentrate and keep one's attention fixed on the matter at hand; 2. the direction in which the dancer is looking and the manner in which the dancer is relating (single, multi, direct, indirect); 3. the point towards which the audience's attention is directed.

**Form/design:** a principle of choreography/composition; the organization and sequencing of sections of a dance into an overall whole.

**Fullest extent:** a full, physical engagement and commitment to the quality of a performance.

**Gallop:** a two-beat stride during which both legs are off the ground simultaneously: either the right foot stays back and the left foot is forward or the left foot stays back and the right foot is forward; one foot always chases the other.

**General space:** the space through which a dancer travels (for example, shared or common space).

**Genre:** types or categories of dance (such as ballet, ballroom, and hip-hop).

**Grand plié:** a ballet term for a deep knee bend in which the heels come off of the ground, except in second position.

**Grapevine:** a series of side steps in which one foot crosses in front of and behind the other foot (for example, step left side, cross right foot in front, step left side, cross right foot behind).

**Halftime:** a movement performed in twice the originally demonstrated amount of time, by slowing down the beat. For example, an eight-count rise becomes a sixteen-count rise.

**Hop:** to spring into the air by taking off from one foot and landing on the same foot.

**Improvise:** to create or compose with little or no planning, but with purpose.

**Intentional energy:** energy/force that is purposeful and expresses the ideas and feelings that the dancer or choreographer intended.

**Internal rotation:** a pivoting of a bone in a joint toward the midline.

**Jump:** to spring into the air by taking off from and landing on both feet.

**Juxtapose:** in choreography, placing two or more different dance phrases or elements side by side, or one in front of the other, so that they are performed simultaneously.

**Kinesphere:** the "bubble" of space immediately surrounding a dancer, including all levels and directions that the dancer can reach by extending the limbs and torso (synonym: personal space).

**Leap:** to spring into the air by taking off from one foot and landing on the other foot.

**Level:** the dancer's location in relation to the floor; high, middle, and low.

**Locomotor movement:** movement that travels through space.

**Hop:** a basic locomotor movement that involves leaving the floor from one foot and landing on the same foot.

**Gallop:** a two-beat stride during which both legs are off the ground simultaneously: either the right foot stays back and the left foot is forward, or the left foot stays back and the right foot is forward; one foot always chases the other.

**Jump:** to spring into the air by taking off from and landing on both feet.

**Leap:** to spring into the air by taking off from one foot and landing on the other foot.

**Meter:** in music, the grouping of beats in a measure (determined by the time signature).

**Mirroring:** a skill that involves one partner leading by performing a movement and the other partner imitating the leader's movement simultaneously.

**Movement motif:** a movement-related idea, shape, or gesture that recurs in a composition of a dance.

**Movement theme:** a movement, a phrase, or an idea in a dance that can be developed or varied.

**Narrative:** a choreographic form that tells a story through the development of a character or situation.

**Negative space:** the unoccupied or empty area surrounding a dancer's body.

**Non-locomotor movement (axial movement):** the movement that is performed "in place" around the axis of the body; non-locomotor movement does not travel through space.

**Opposition:** the position or movement of one part of the body in contrast to another; for example, the left arm moves to the right, while the left leg moves to the left.

**Originality:** the use of arts knowledge and skills to solve problems and express ideas in unique and personal ways.

**Pantomime:** the nonverbal gestural communication of an action, an emotion, an activity, or an idea.

**Pathway:** the route that a dancer takes through general space, or the route that a specific body part takes through personal space/self-space.

**Pattern:** the intentional repetition of the elements and movements of dance.

**Personal space:** the space that a dancer's body occupies; the "bubble" of space immediately surrounding a dancer, including all levels and directions that the dancer can reach by extending the limbs and torso.

**Phrase:** a sequence of at least three movements that convey a sense of continuity.

**Pirouette:** the act of spinning on one foot, typically with the raised foot touching the knee of the supporting leg.

**Place:** a position or location in space and in relation to other dancers.

**Polyrhythm:** a rhythm that makes use of two or more rhythms at once.

**Positive space:** the space filled by the dancer's body.

**Posture/stance:** the relationship of the body (skeleton) to the line of gravity and the base of support.

**Prepositional relationship:** the relationship between body parts, dancers, props, or space that shows a prepositional connection (for example, under, over, behind).

**Principles of choreography/composition:**

**Form/design:** the organization and sequence of sections of a dance into an overall whole.

**Theme:** the content that informs a piece of choreography; the theme may be taken from the movement itself (for example, expanding and contracting) or from other sources (for example, ideas, images, or emotions).

**Repetition:** the repeated use of a movement, movement phrase, or element.

**Emphasis:** the importance given to certain moments in the dance.

**Balance:** the arrangement of the sections of a dance and/or the use of the performance space to create a sense of equilibrium.

**Contrast:** the use of movements with different or opposite dynamics, shapes, or uses of space.

**Variety:** the use of artistic elements in a work to create differences that add interest.

**Proximal joints:** situated nearer to the center of the body or the point of attachment (for example, shoulder and hip joints); the opposite of distal.

**Pulse:** an underlying steady beat expressed in the body (the source of the pulse can be internal or external).

**Quartet:** a dance performed by four dancers.

**Range of motion:** the extent of movement that is possible using the joints and muscles.

**Repertoire:** a body of existing artistic work.

**Repetition:** the repeated use of a movement, movement phrase, or element.

**Respond:** to express (verbally, in writing, or through movement) a response to dance.

**Retrograde:** a choreographic device in which dance movements or phrases are performed backwards.

**Revise:** to rework dancing or choreography with the goal of improvement.

**Rhythm:** the pattern or structure of time shown through movement or sound.

**Roll:** to move by turning over on an axis.

**Rotation:** turning the whole body around itself; a pivoting of a bone in a proximal joint.

**Self-space:** the area in which movement happens within one's kinesphere ("bubble" of space); see *kinesphere* and *personal space*.

**Setting:** the "where" of a dance, including time and place.

**Shadowing:** a skill that involves one partner leading by performing a movement and the other partner(s) following or copying the leader's movement.

**Shape:** the three dimensional form a body takes in space, such as curved, angular, twisted, straight, symmetrical, or asymmetrical.

**Skip:** to step from one foot to the other with a hop in between.

**Slide:** to travel by sliding one foot along the floor in any direction until both legs are separated and bent, and bringing the other leg to meet the first as both legs straighten.

**Solo:** a dance performed by one person.

**Stage left:** at or toward the performer's left when facing downstage.

**Stage right:** at or toward the performer's right when facing downstage.

**Stillness:** a pause in movement (synonym: rest).

**Strength:** the amount of force a muscle can exert.

**Stretch:** to elongate or extend one's limbs or body.

**Structured improvisation:** the use of spontaneous movement to explore the elements of dance within a given framework.

**Style:** the distinctive characteristic or technique of an individual artist, group, or period.

**Swing:** a movement that suspends and then falls in an arched pathway by giving into gravity; individual body parts may swing, as can the whole body.

**Symmetrical:** identical on both sides of a central line.

**Syncopation:** the process of displacing the expected beats by anticipating or delaying one half-beat, so that the strong beats become weak and the weak beats become strong.

**Tempo:** the pace at which a piece of music or dance is performed.

**Theme:** the content that informs a piece of choreography; the theme may be taken from the movement itself (for example, expanding and contracting), or from other sources (for example, ideas, images, or emotions); a phrase or sequence of movement around which a dance is constructed.

**Theme and variation:** a choreographic form in which a movement/phrase (theme) is established and followed by a series of variations.

**Transition:** going from one movement/phrase to another, or from one shape to another; the quality of transitions affects the overall flow of the dance.

**Transposition:** a choreographic device that transfers a movement to a different part of the body (for example, the swing of an arm becomes the swing of a leg).

**Trio:** a dance performed by three people.

**Triple:** a meter in which the basic unit of pulse recurs in groups of three.

**Triplet:** a walk or run with a downbeat on one, followed by two up beats.

**Turn:** to change the position of one's body to face in a different direction, or to rotate one's body in a circular motion around an axis or point (for example, pirouette).

**Twist:** to form into a bent, curling, spiraled, or distorted shape.

**Unison:** individuals and groups perform the same movement/phrase at the same time.

**Upstage:** at or toward the back of the performance space.

**Variety/variation:** 1. a principle of choreography/composition in which different elements of dance or a full spectrum of one element are used to create a dance; 2. the use of artistic elements in a work to create differences that add interest.

**Walk:** to move at a regular and steady pace by lifting and setting down each foot in turn and never having both feet off of the ground at once.

**Warm-up:** movements and movement phrases that are designed to raise the core body temperature and increase blood and oxygen flow in preparation for dancing.

**Weight-sharing:** the process of giving or receiving weight between two or more dancers.

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