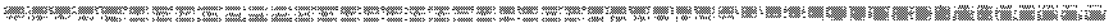


Elementary School

Dance
Essential Learner Outcomes



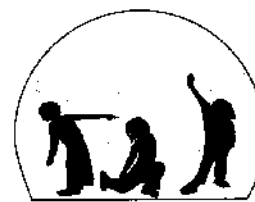
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Maryland State Department of Education

DANCE OUTCOME I

Perceiving and Responding –
Aesthetic Education



**Elementary
School**

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Expectation A

The student will demonstrate ways that perception affects responses.

Indicators of Learning

1. The student will describe observed natural and human made forms.
2. The student will compare characteristics of natural and human made forms.
3. The student will describe patterns and motifs common to natural and human made forms.
4. The student will produce movements using line, color, and form, based on perceptions of natural and human made forms.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : DANCE

Expectation A

The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) through Four (4)**

The student will describe and compare the characteristics of natural and human-made forms, identifying the patterns and motifs common to each, then interpret these perceptions through movement. **In responding to this indicator, the student will view forms (natural and human made) and generate lists of words describing and comparing the characteristics of each. The student will select words from the list to be interpreted through improvisation. The student will describe the patterns and motifs that distinguish natural and human made forms and select and organize these into a movement phrase.** (Examples of characteristics: natural - curved lines of a creek, straight lines of grass, rounded or pointed shapes of trees; human made - vertical lines of buildings, repeated lines of a fence, repeated patterns in wall paper.)

The instrument through which the dance speaks is also the instrument through which life is lived . . . the human body.

- Martha Graham



DANCE
OUTCOME I
Perceiving and Responding –
Aesthetic Education



**Elementary
School**

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Expectation B

The student will demonstrate an understanding of movement as a response to experiences and the environment.

Indicators of Learning

1. The student will identify ideas, objects, and feelings that may be represented through dance movement.
2. The student will discuss a variety of ways in which ideas, objects and feelings may be interpreted through movement.
3. The student will represent ideas, objects, and feelings using movement.
4. The student will explore the environment (external stimuli) through the five senses and represent these experiences through movement.
5. The student will explore various kinesthetic sensations (internal stimuli).

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : DANCE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) through Three (3)**

The student will identify and discuss a variety of ways in which feelings and ideas could be interpreted through movement (for example, verbal and visual imagery, rhythm, shape). The student will select a sample from literature, music or visual art and identify feelings and ideas that may be represented through dance. **In responding to this indicator, the student will create a dance composition inspired by this stimuli, sequence the movement and perform it as a dance study. Classmates will respond verbally to what was communicated in the dance.** (Examples of stimuli: literature - The Magic Fan, The Hill of Fire, Anansi stories, The Hungry Caterpillar; music - Ella Jenkins, Hap Palmer, Joe Scroggs, Cedella Marley Booker, Tish Hinojosa; visual art - Pablo Picasso, Georgia O'Keefe, Jacob Lawrence, Carlos Rivera)

Sample Strategy for **Indicator Four (4)**

The student will explore the environment for specific experiences that relate to each of the senses, and identify and record an example of each (for example, hear - running water; taste - pizza; see - school bus). **In responding to this indicator, the student will improvise a movement phrase for each of the examples, select one of the movement responses, and combine it with the phrases chosen by two other students. The students will perform their combined effort for the class.**

Sample Strategy for **Indicator Five (5)**

The student will discuss kinesthetics (the science and mechanics of movement) and generate movement responses from a list of words that exemplify movement for the sake of movement (for example, roll, slash, tension, slither, jerk, swing, swirl, release). **In responding to this indicator, the student will identify or create another action word and present its movement representation. The class will attempt to identify the word that relates to the movement.**



DANCE OUTCOME I

Perceiving and Responding –
Aesthetic Education



Elementary
School

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Expectation C

The student will explore and describe the basic elements of dance by using the body instrument in a variety of ways.

Indicators of Learning

1. The Body: The student will:
 - a. identify body parts
 - b. experience a range of movements including flexion, extension, and rotation
 - c. experience proper body positioning (e.g. proper placement/alignment—sitting, standing, moving)
 - d. explore the eight basic locomotor movements
 - e. explore non-locomotor movements
 - f. experience moving different body parts having different capacities for movement
 - g. experience increasingly complex combinations of locomotor and non-locomotor movements.

2. Space: The student will:

- a. explore, define, and maintain personal space
- b. explore shape (angles, lines, curves)
- c. explore levels (high, middle, low)
- d. explore general space
- e. explore directions (forward, backward, left, right)
- f. explore pathways (curving, zig-zag)
- g. explore focus (centering attention)

3. Energy: The student will:

- a. explore and discuss the qualities of movement
- b. explore sustained energy
- c. explore percussive energy
- d. explore swinging energy
- e. explore vibratory energy
- f. explore suspended energy
- g. explore collapsive energy
- h. explore degrees of energy (soft/hard; heavy/light; bound/free)

4. Time: The student will:

- a. explore and define the element of time
- b. explore tempo (fast and slow)
- c. explore even and uneven rhythms
- d. explore patterns
- e. combine the elements of time into a dance

To dance is to discover a new world of sensory awareness. Awareness of movement is made possible by the kinesthetic sense.

- Sue Stinson



SAMPLE INSTRUCTIONAL STRATEGIES

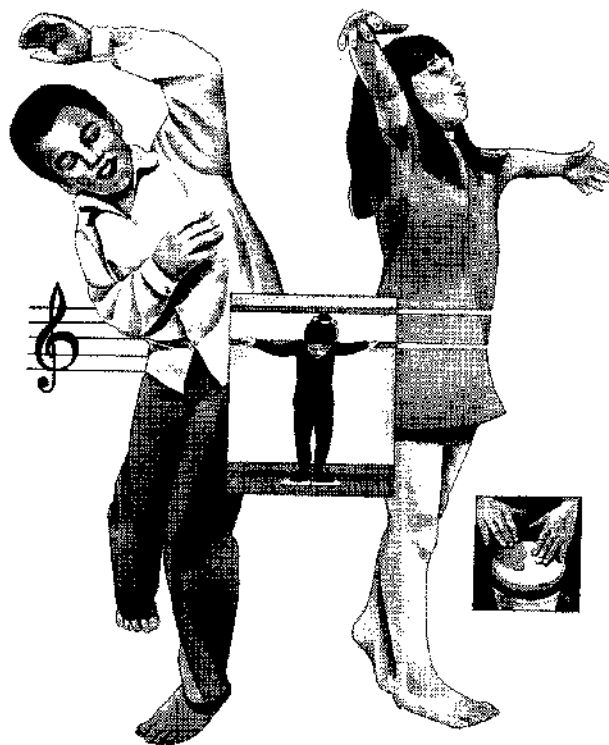
OUTCOME I : DANCE

Expectation C

The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicators One (1) through Four (4):

Students will analyze and perform locomotor and non-locomotor movement skills, executing these in a variety of directions and incorporating different pathways (straight, curved, zig-zag). Students will vary the time (fast, slow) and energy (sustained, percussive, vibratory) while performing these locomotor and non-locomotor movements. **In responding to this indicator, the student will create, design and perform an individual movement map, including a key. Maps may be exchanged and performed by classmates.**

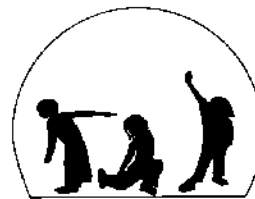


Notes:



DANCE OUTCOME II

Historical, Cultural, and
Social Context

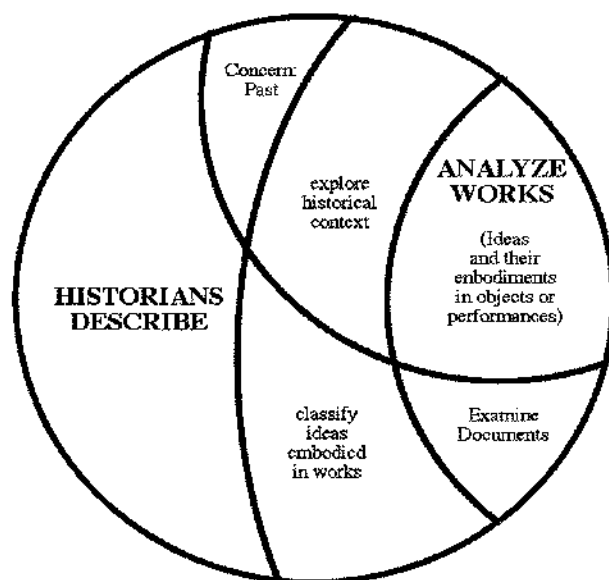


Elementary
School

The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural, and creative expression.

Expectation A

The student will develop the ability to recognize dance as a form of expression and understand why people dance.



Indicators of Learning

1. The student will identify reasons why people have danced throughout history: (a) rituals and ceremonies, (b) social expression, and (c) entertainment.
2. The student will perform folk and ethnic dances and participate in singing games from diverse nations.
3. The student will discuss the cultural heritage of dances of many countries.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : DANCE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will identify and discuss the reasons why people dance. Students will learn a dance from a specific culture in their social studies curriculum (for example, Japan-Tanko Bushi; Mexico-La Raspa; China-The Ribbon Dance; Denmark-The Danish Dance of Greeting; Ghana-Highlife). The student will listen to the music and verbally respond (slow, sad, happy, strong), and describe how the response relates to the intent of the dance. **In responding to this indicator, the student will perform the dance to the music and identify the meaning of the individual steps where appropriate** (for example, work movements, animal movements, movements in nature).

Sample Strategy for **Indicators Two (2) and Three (3)**

The student will investigate the importance of dance to members of diverse cultures and execute and compare the Israeli Hora and the Native American Rain Dance as examples. **In responding to this indicator, the student will discuss the similarities and differences of each dance** (for example, elements of the dance, formation, purpose of the dance, significance of steps and patterns).



DANCE
OUTCOME II
Historical, Cultural, and
Social Context



The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural, and creative expression.

Expectation B

The student will recognize differences among the forms of dance.

Indicators of Learning

1. The student will identify different forms of dance.
2. The student will describe differences between styles of dance.

Though movement is the basis of all dance, it does not follow that all movement is dance. Dance fulfills different needs, and because of this, different forms have evolved.

- Lois Ellfeldt

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : DANCE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will view live or recorded performances of different forms of dance (for example: jazz, ballet, modern). Students will compare the forms by identifying the characteristics of each. Students will view additional performances and analyze them in terms of the stated characteristics. **In responding to this indicator, the student will identify the forms of dance in the second group of performances.**

Sample Strategy for **Indicator Two (2)**

The student will view performances of selected dances or execute movements in three different styles of the same form of dance (for example: folk - Miserlou and Mayim; ballet - neoclassical and romantic; social - tango and waltz) and discuss the similarities and differences between the two styles. **In responding to this indicator, the student will describe the differences of a selected style to a partner.**



**DANCE
OUTCOME II**
Historical, Cultural, and
Social Context



**Elementary
School**

The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural, and creative expression.

Expectation C

The student will demonstrate the ability to relate dance experience to other disciplines.

Indicators of Learning

1. The student will investigate relationships between dance and other disciplines.
2. The student will demonstrate movement that combines dance with another discipline (math, social studies, science, reading/language arts).
3. The student will combine elements of various art forms to illustrate a concept or theme.

Children's dance is a fundamental way to give aesthetic form to human experience.

- Loren Bucek

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : DANCE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

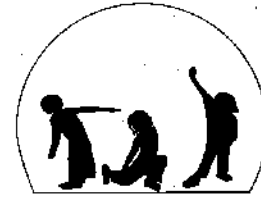
The student will identify and compare objects of nature (for example: sea shells, leaves, trees, pine cones) and relate the shape and design of these objects to the mathematical concept of symmetry and asymmetry. **In responding to this indicator, the student will identify symmetrical and asymmetrical shapes, explore a variety of directions and levels, and create symmetrical and asymmetrical shapes with their bodies.**

Sample Strategy for **Indicator Three (3)**

The student will investigate the musical form of ABA and relate it to dance composition. **In responding to this indicator, the student will select and sequence six shapes (three high level and three low) and perform them in ABA form.**



DANCE
OUTCOME III
 Creative Expression and
 Production

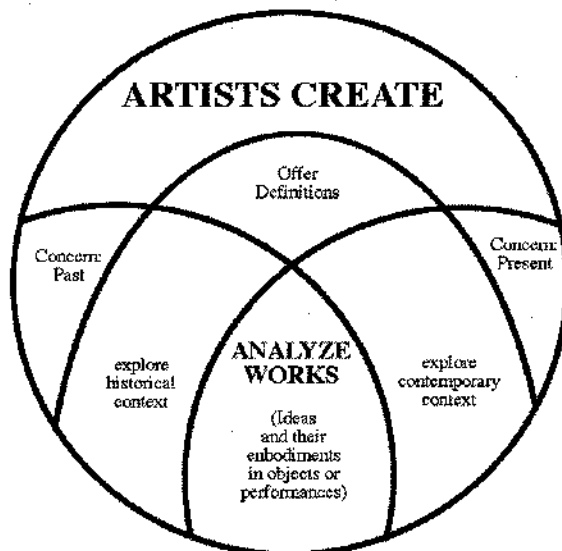


**Elementary
 School**

The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Expectation A

The student will develop the ability to produce spontaneous movement from various stimuli.



Indicators of Learning

1. The student will create a variety of movements through improvisation.
2. The student will invent movement phrases based on ideas and emotions contained in poems and stories.
3. The student will explore and demonstrate the elements of dance, individually and in combinations.
4. The student will choose one solution from a variety of solutions to a movement problem and explain reasons for selecting it.
5. The student will produce movement patterns/dance phrases individually, with partners, and in small groups using improvisational techniques.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : DANCE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) through Four (4)**

The student will select a poem, story, or other piece of art work and improvise movement to its imagery resulting in two or more dance phrases. The student will experiment by changing the time, quality, direction and/or level of each dance phrase. **In responding to this indicator, the student will choose those phrases most appropriate for expressing the poem, story, or other work of art, perform the phrases, and explain the reasons for the selection.**

Sample Strategy for **Indicator Five (5)**

The student will interpret, through movement, a set of action words. Words from a grade level vocabulary or spelling list will be printed on cards and scattered on the floor. **In responding to this indicator, the student will improvise movement based upon the words and their placement. The student will dance individually, with a partner, and in small groups, moving from card to card across the space.**

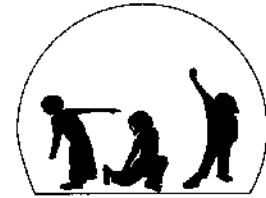
[Dance] should be integrated with, not studied in the service of, other academic and artistic subjects.

- Loren E. Bucek





DANCE
OUTCOME III
Creative Expression and
Production



**Elementary
School**

The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Expectation B

The student will identify and demonstrate the fundamentals of composition.

Indicators of Learning

1. The student will demonstrate an understanding of the structure of dance as having a beginning, middle, and end.
2. The student will translate ideas and images through movement into a theme for dance.
3. The student will combine movement ideas into a sequence.
4. The student will vary movement sequences, using one of the elements of dance.
5. The student will demonstrate a personal commitment through the completion of a dance.



SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : DANCE

Expectation B

The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicators One (1) through Five (5)

The student will identify the beginning, middle, and end of a story and translate images from each section into movement. The student will experiment with exaggerating one of the elements of dance (time, space, energy) in order to change the story's ending. **In responding to this indicator, the student will create a dance composition based upon a story from grade level reading/language arts (assuring that multicultural stories are represented in the selection), using the beginning, middle, and end format. The student will demonstrate a personal commitment to the dance by completing it and then performing it for others, incorporating either a given or a self-selected ending.**



DANCE
OUTCOME III
Creative Expression and
Production



**Elementary
School**

The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Expectation C

The student will experience and discuss performance competencies.

Indicators of Learning

1. The student will identify elements of expression in movement, i.e., projection, focus, and clarity.
2. The student will perform simple movement sequences using the elements of expression and awareness of space.
3. The student will perform dance with awareness of space and elements of expression.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : DANCE

Expectation C

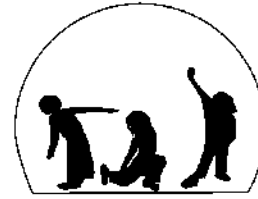
The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) through Three (3)**

The student will view a recorded dance and identify and discuss specific elements of expression in movement (for example: emotional projection and focus). **In responding to this indicator, the student will select a movement pattern and a specific element of expression and create dance sequences that combine both. Classmates will identify the element of expression portrayed and the movement pattern.**



DANCE
OUTCOME IV
Aesthetics and Criticism



Elementary
School

The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.

Expectation A

The student will discuss reactions to dance performance.

Indicators of Learning

1. The student will discuss reasons for liking and disliking observed dance performances.
2. The student will identify aesthetic criteria for dance performance.
3. The student will discuss the aesthetic elements of observed dance performance.
4. The student will support opinions of a dance performance based on identified aesthetic criteria.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV: DANCE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will describe what he or she observed in a live or recorded dance performance. **In responding to this indicator, the student will explain their reasons for liking or disliking the dance.** (For example: What mood did the dance portray? How did the dance make you feel? Why did the dance make you feel that way?)

Sample Strategy for **Indicator Two (2)**

The student will use the body to form shapes, both stationary and in motion, to create a composition. The student will describe the aesthetic concept of visual balance through the use of body movement. **In responding to this indicator, students will be divided into two groups. One will create stationary shapes and move as the other group observes. The observers will examine the moving shapes, freeze the shapes when a state of balance is achieved and comment on why the frozen shape is considered balanced.**

Sample Strategy for **Indicator Three (3)**

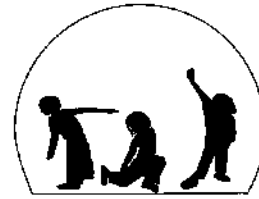
The student will view a live or recorded dance performance. Students will discuss aesthetic elements present in the observed dance performance (for example: contrast, unity, balance). **In responding to this indicator, the student will select one aesthetic element to observe and explain how this element enhanced the overall performance.**

Sample Strategy for **Indicator Four (4):**

The student will view live or recorded dance performances and support his or her opinions using developed aesthetic criteria. **In responding to this indicator, the student will discuss his or her opinions of the performance and support them using stated criteria.** (For example: Did the title of the dance relate to its meaning? Did the movement advance the story or theme?) **The student will write brief critiques to clarify and summarize his or her opinions.**



DANCE
OUTCOME IV
 Aesthetics and Criticism



**Elementary
 School**

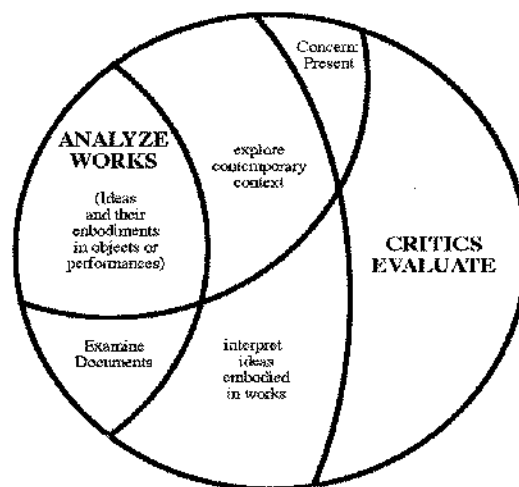
The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.

Expectation B

The student will respond to personally created dance expressions and respond to appraisals by others.

Indicators of Learning

1. The student will discuss the intended meaning of self-created choreographic and performance presentations with competence and confidence.
2. The student will listen and respond objectively to the analysis of personally created work.



SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : DANCE

Expectation B

The following is an example of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will perform a self-created composition for the class and identify the ideas conveyed through choreography. **In responding to this indicator, the student will explain how movement was used to express ideas in the performance.**

Sample Strategy for **Indicator Two (2)**

The student will relate interpretation of a peer's choreography and respond to the following questions:

Can you identify one interesting moment in the dance?

Why was it interesting?

If you could change one aspect of the dance, what would it be?

What do you feel was the strongest part of the dance and why?

In responding to this indicator, the student will justify artistic choices through discussion with his or her peers.

To honor both the child and dance as an art form, dance must be explored not only through kinesthetic activity, but through an artistic process of inquiring, moving, observing, reflecting, analyzing, interpreting, dialoguing, writing, composing, and performing.

- Barbara Wagner Bashaw

