



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations
PK to Grade 8

DANCE

PERFORMING									
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.									
DA:Pr4.1a									
Enduring Understanding: Space, time, and energy are basic elements of dance.									
Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr4.1.PKa	DA:Pr4.1.Ka	DA:Pr4.1.1a	DA:Pr4.1.2a	DA:Pr4.1.3a	DA:Pr4.1.4a	DA:Pr4.1.5a	DA:Pr4.1.6a	DA:Pr4.1.7a	DA:Pr4.1.8a
Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.	Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.	Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.	Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.	Judge spaces as distance traveled and use space three dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.	Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.	Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.	Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr4.1.PKa	DA:Pr4.1.Ka	DA:Pr4.1.1a	DA:Pr4.1.2a	DA:Pr4.1.3a	DA:Pr4.1.4a	DA:Pr4.1.5a	DA:Pr4.1.6a	DA:Pr4.1.7a	DA:Pr4.1.8a
I CAN follow directions to find my place.	I CAN use my body to make shapes.	I CAN move in my place or around the room using different shapes, levels, pathways, and directions.	I CAN control how I move in my place or around the room using different shapes, levels, pathways, and directions.	I CAN use negative and positive space on purpose.	I CAN use negative and positive space on purpose, jump to make a shape in the air, make movement patterns, and connect with others using my eyes.	I CAN make shapes and pathways into patterns around the room and through the air and change the focus of my eyes to connect near and far away.	I CAN I can maintain spatial awareness and establish spatial design.	I CAN show different designs with my body through the space and air by using interesting movements and patterns.	I CAN sculpt my body as if it were clay to show my relationship to the world around me. I can use my eyes to direct the focus of my pathway as I am moving through space.

PERFORMING									
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.									
DA:Pr4.1b									
Enduring Understanding: Space, time, and energy are basic elements of dance.									
Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr4.1.PKb	DA:Pr4.1.Kb	DA:Pr4.1.1b	DA:Pr4.1.2b	DA:Pr4.1.3b	DA:Pr4.1.ba	DA:Pr4.1.5b	DA:Pr4.1.6b	DA:Pr4.1.7b	DA:Pr4.1.8b
Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.	Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.	Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.	Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.	Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.	Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.	Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

DANCE: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ PERFORMING

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr4.1.PKb	DA:Pr4.1.Kb	DA:Pr4.1.1b	DA:Pr4.1.2b	DA:Pr4.1.3b	DA:Pr4.1.ba	DA:Pr4.1.5b	DA:Pr4.1.6b	DA:Pr4.1.7b	DA:Pr4.1.8b
I CAN tell if a dance is fast or slow.	I CAN hear and move to fast and slow sounds.	I CAN tell the difference between a movement that lasts a long time and a movement that lasts a short time. I can hear a steady beat.	I CAN tell the difference between a movement that lasts a long time and a movement that lasts a short time. I can hear different rhythms.	I CAN dance “in time” or “out of time.”	I CAN make sounds to create different rhythms when I dance, or as others dance.	I CAN dance to different and changing rhythms.	I CAN show my ability to accurately respond to changes in time.	I CAN change the length of a dance phrase by using timing accents and different rhythms to make the dance more interesting.	I CAN think about how breath, music, or the body can be used to structure a dance phrase. I can show how a variety of rhythms can be used in different parts of my body as I dance.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1c

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr4.1.PKa	DA:Pr4.1.Ka	DA:Pr4.1.1a	DA:Pr4.1.2a	DA:Pr4.1.3a	DA:Pr4.1.4a	DA:Pr4.1.5a	DA:Pr4.1.6a	DA:Pr4.1.7a	DA:Pr4.1.8a
Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).	Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).	Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.	Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.	Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.	Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.	Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

DANCE: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ PERFORMING

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr4.1.PKa	DA:Pr4.1.Ka	DA:Pr4.1.1a	DA:Pr4.1.2a	DA:Pr4.1.3a	DA:Pr4.1.4a	DA:Pr4.1.5a	DA:Pr4.1.6a	DA:Pr4.1.7a	DA:Pr4.1.8a
I CAN move to show opposites.	I CAN find ways to make a movement look different.	I CAN do a movement that my teacher describes.	I CAN do a movement that my teacher describes and understand how my body is moving.	I CAN change the way I dance so that the purpose of my movements are clear.	I CAN change the way I dance and I can talk about how the purpose of the movements become clear because of the dynamic changes.	I CAN show the difference between releasing energy and holding energy in my body and I can allow this type of movement to start from different places in my body.	I CAN distinguish between bound and free-flowing energy and apply dynamic expression to movement initiations.	I CAN use adverbs and adjectives to describe what a dancer must do to clearly show different movement characteristics.	I CAN make my movements have texture that can be felt by those who watch me dance, either in class or during a performance.

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1a

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr5.1.PKa	DA:Pr5.1.Ka	DA:Pr5.1.1a	DA:Pr5.1.2a	DA:Pr5.1.3a	DA:Pr5.1.4a	DA:Pr5.1.5a	VA:Pr5.1.6a	VA:Pr5.1.7a	VA:Pr5.1.8a
Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.	Demonstrate same side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.	Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).	Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

DANCE: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ PERFORMING

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr5.1.PKa	DA:Pr5.1.Ka	DA:Pr5.1.1a	DA:Pr5.1.2a	DA:Pr5.1.3a	DA:Pr5.1.4a	DA:Pr5.1.5a	VA:Pr5.1.6a	VA:Pr5.1.7a	VA:Pr5.1.8a
I CAN make patterns with my body in place and around the space.	I CAN move my whole body in patterns and shapes.	I CAN move my whole body in different patterns, shapes, and direction.	I CAN move my whole body in different patterns, staying in place or moving through the space using pathways.	I CAN be aware of my alignment and core support as I move my body in different patterns through space.	I CAN show basic dance skills and movement qualities when I repeat a movement phrase.	I CAN remember how to correctly do a dance by using my basic dance skills.	I CAN use my alignment and range of motion to recall and execute a dance phrase.	I CAN make my muscles stronger so that I can increase my technical dance skills.	I CAN use my dance technique when executing dance phrases.

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1b

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr5.1.PKb	DA:Pr5.1.Kb	DA:Pr5.1.1b	DA:Pr5.1.2b	DA:Pr5.1.3b	DA:Pr5.1.4b	DA:Pr5.1.5b	VA:Pr5.1.6b	VA:Pr5.1.7b	VA:Pr5.1.8b
Move in general space and start and stop on cue while maintaining personal space.	Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	Move safely in general space through a range of activities and group formations while maintaining personal space.	Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.	Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.	Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.	Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.	Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.
I CAN move across the space without touching anyone else.	I CAN move safely in a group.	I CAN move safely in different group activities while keeping my personal space.	I CAN move safely in different group activities while sharing my personal space.	I CAN coordinate safely with a partner or group while changing levels, directions, and pathway.	I CAN explain the relationship between correct technique, safe body-use, and healthy eating.	I CAN be safe and take care of my instrument (body) when working on my dance technique or when learning new dances.	I CAN apply basic anatomical knowledge to demonstrate safe-body use practices.	I CAN take care of my instrument (body) on a daily basis and talk about how this will improve my performance abilities.	I CAN examine how I take care of my instrument (body) and talk about the effects of the choices I make.

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1c

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr5.1.PKc	DA:Pr5.1.Kc	DA:Pr5.1.1c	DA:Pr5.1.2c	DA:Pr5.1.3c	DA:Pr5.1.4c	DA:Pr5.1.5c	VA:Pr5.1.6c	VA:Pr5.1.7c	VA:Pr5.1.8c
Identify and move body parts and repeat movements upon request.	Move body parts in relation to other body parts and repeat and recall movements upon request.	Modify movements and spatial arrangements upon request.	Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.	Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.	Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.	Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.	Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.	Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).	Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

DANCE: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ PERFORMING

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr5.1.PKc	DA:Pr5.1.Kc	DA:Pr5.1.1c	DA:Pr5.1.2c	DA:Pr5.1.3c	DA:Pr5.1.4c	DA:Pr5.1.5c	VA:Pr5.1.6c	VA:Pr5.1.7c	VA:Pr5.1.8c
I CAN listen to directions and make my body do the movements.	I CAN remember how to move each part of my body in a pattern.	I CAN change how I move and where I am when asked.	I CAN cooperate with others in a space and change how I move and where I am when asked.	I CAN remember movements in a group dance and apply corrections from the teacher to improve my dance skills.	I CAN follow cues when dancing in a group.	I CAN give and take feedback from others when practicing a dance phrase in order to improve the performance quality.	I CAN collaborate as an ensemble to refine a sequence of movements.	I CAN work with a group to practice a dance and create expectations for how it should be performed.	I CAN work with my classmates to make a plan for improving a performance. I can document my personal role in achieving the performance goal.

PERFORMING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1a

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question(s): How does a dancer heighten artistry in a public performance?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr6.1.PKa	DA:Pr6.1.Ka	DA:Pr6.1.1a	DA:Pr6.1.2a	DA:P6.1.3a	DA:Pr6.1.4a	DA:Pr6.1.5a	DA:Pr6.1.6a	DA:P6.1.7a	DA:Pr6.1.8a
Dance for others in a designated area or space.	Dance for and with others in a designated space.	Dance for others in a space where audience and performers occupy different areas.	Dance for and with others in a space where audience and performers occupy different areas.	Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).	Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.	Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.	Demonstrate leadership qualities (for ex: commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr6.1.PKa	DA:Pr6.1.Ka	DA:Pr6.1.1a	DA:Pr6.1.2a	DA:P6.1.3a	DA:Pr6.1.4a	DA:Pr6.1.5a	DA:Pr6.1.6a	DA:P6.1.7a	DA:Pr6.1.8a
I CAN dance for my friends.	I CAN dance for and with my friends.	I CAN dance for an audience.	I CAN dance for an audience with others.	I CAN identify the stage directions.	I CAN think about how dancers could perform in a place that is not usually used for dance.	I CAN change a dance to fit the performance space.	I CAN use performance etiquette and performance practices.	I CAN use performance etiquette during class, rehearsal and performance. I can document my efforts and feedback that I receive post-performance using a journal or blog.	I CAN demonstrate leadership qualities when preparing for performances.

PERFORMING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1b

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question(s): How does a dancer heighten artistry in a public performance?

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr6.1.PKb	DA:Pr6.1.Kb	DA:Pr6.1.1b	DA:Pr6.1.2b	DA:Pr6.1.3b	DA:Pr6.1.4b	DA:Pr6.1.5b	DA:Pr6.1.6b	DA:Pr6.1.7b	DA:Pr6.1.8b
Use a simple prop as part of a dance.	Select a prop to use as part of a dance.	Explore the use of simple props to enhance performance.	Use limited production elements (for example, hand props, simple scenery, or media projections).	Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.	Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.

DANCE: PreK-8 STANDARDS ~ Horizontal I CAN Statements ~ PERFORMING

PERFORMING									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DA:Pr6.1.PKb	DA:Pr6.1.Kb	DA:Pr6.1.1b	DA:Pr6.1.2b	DA:Pr6.1.3b	DA:Pr6.1.4b	DA:Pr6.1.5b	DA:Pr6.1.6b	DA:Pr6.1.7b	DA:Pr6.1.8b
I CAN dance with a prop.	I CAN pick a prop to use in a dance.	I CAN try to use different props to make a performance better.	I CAN use different props to make a performance better.	I CAN explore different ways (Production Elements) to make a dance performance more exciting.	I CAN use a variety of production elements so that the audience has a better time watching the performance.	I CAN use production elements to improve the artistic intent of a dance for different performance spaces.	I CAN use production elements to explain artistic intent.	I CAN consider producing a dance in different performance venues or for different audiences. I can explain how the production elements would change in different situations.	I CAN collaborate to come up with production elements that would intensify and heighten the artistic intent of a dance.