

Dance: Grade 1

Creating

- 1 Demonstrate an understanding of the choreographic process.** *ESD1.CR.1*
 - a Collaborate with others to create and perform movement phrases. *ESD1.CR.1.A*
 - b Explore basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow). *ESD1.CR.1.B*
 - c Create shapes and levels through movement. *ESD1.CR.1.C*
 - d Identify and create a dance sequence with a beginning, middle, and end. *ESD1.CR.1.D*
 - e Explore dance elements through improvisation and play (e.g. body, space, time, energy). *ESD1.CR.1.E*
 - f Respond to a variety of stimuli through movement (e.g. scarves, music, images). *ESD1.CR.1.F*

- 2 Demonstrate an understanding of dance as a form of communication.** *ESD1.CR.2*
 - a Create movement based on ideas, feelings, and personal experiences. *ESD1.CR.2.A*
 - b Recognize how movement quality impacts meaning. *ESD1.CR.2.B*
 - c Move expressively to music and/or other stimuli (e.g. sound, text). *ESD1.CR.2.C*

Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance.** *ESD1.PR.1*
 - a Identify and recall dance terminology (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). *ESD1.PR.1.A*
 - b Execute short sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip). *ESD1.PR.1.B*
 - c Execute short sequences of axial movements comprised of space, energy/force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). *ESD1.PR.1.C*
 - d Develop and demonstrate body awareness through isolations, coordination, and personal space. *ESD1.PR.1.D*

2 Understand and model dance etiquette as a classroom participant, performer, and observer. ESD1.PR.2

- a Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment. ESD1.PR.2.A
- b Demonstrate focus and concentration in performance skills. ESD1.PR.2.B
- c Apply knowledge of appropriate behaviors and skills as an observer and performer. ESD1.PR.2.C

3 Recognize the relationship between human anatomy and movement. ESD1.PR.3

- a Explain the differences between muscles, bones, and joints. ESD1.PR.3.A
- b Recognize healthy practices for dance (e.g. proper warm up and cool down, proper clothing). ESD1.PR.3.B
- c Identify and isolate over ten body parts. ESD1.PR.3.C

4 Understand and apply music concepts to dance. ESD1.PR.4

- a Demonstrate improvised movement to a steady beat. ESD1.PR.4.A
- b Differentiate between contrasting rhythms. ESD1.PR.4.B
- c Understand and execute concepts of stopping, starting, and changing tempo, movement quality, and direction in response to music and sound. ESD1.PR.4.C

Responding

1 Demonstrate critical and creative thinking in dance. ESD1.RE.1

- a Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music). ESD1.RE.1.A
- b Compare and contrast elements of dance (e.g. body, space, time, energy). ESD1.RE.1.B
- c Begin to evaluate simple composition through personal reflection (e.g. establishing personal preferences, noting observations, describing emotional responses). ESD1.RE.1.C

Connecting

1 Understand and demonstrate dance throughout history and in various cultures. ESD1.CN.1

- a Demonstrate an understanding of historical and cultural motivations for dance. ESD1.CN.1.A
- b Participate in dance activities representing various cultures. ESD1.CN.1.B
- c Identify the role of dance in other cultures. ESD1.CN.1.C

2 Recognize connections between dance and wellness. ESD1.CN.2

- a Explore the principles of a healthy body (e.g. health, hygiene, nutrition). ESD1.CN.2.A
- b Define and demonstrate personal safety and safety for others in dance. ESD1.CN.2.B

3 Identify connections between dance and other areas of knowledge. ESD1.CN.3

- a Integrate the use of technology and media in the exploration of elements and styles of dance. ESD1.CN.3.A
- b Compare and contrast dance to other art forms and subject areas. ESD1.CN.3.B