

Dance Curriculum Map



Sample K-12 Dance Curriculum Map- Adapted Sequence

YEAR MODEL:

National Core Arts Standards: <https://www.nationalartsstandards.org/>

MONTH	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
SEPT	Elements of Dance	Anchor Standard 2: Organize and develop artistic ideas and work.	Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	Elements of Dance as composition tools	Looking for evidence of elements of dance in dynamic performance and choreography and be able to discuss.	Exploration of elements of Dance, how application of the elements shapes our dancing.	Self-awareness and social awareness. Movement as metaphor: Using elements of dance to express emotion or to read emotion.	D.T230 Dynamics Using Qualities of Energy		D.E408 Levels of Space
OCT	Oppositional Force and Structures for solo composition.	Anchor Standard 2: Organize and develop artistic ideas and work.	Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	Structures for solo composition.	Find and discuss evidence of excellent use of oppositional force in performance, students share excellent examples of performance and solo composition by professionals and explain why they are of high quality based on course content.	The physics of technique: oppositional force, planes of movement, using the midline	Self-management, responsible decision-making. Learning control within movement and relationship to emotional regulation.			D.T407 Solo Choreography
NOV	Learning Progressions of movement patterns, movement analysis.	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	Using the organizations of the body in solo or duet composition about a social issue.	Using BrainDance elements as a form of movement analysis. Differences in animal and human movement; dances about social issues. Activism.	BrainDance elements in technique and styles of dance (leading to analysis)	Social awareness, relationship skills. Analyzing human and animal movement in nature and theatrical contexts. Professional artists making dance about social issues and conservation.	D.E105 BrainDance Movement Sequence	D.E105 BrainDance Movement Sequence	D. E105 BrainDance Movement Sequence



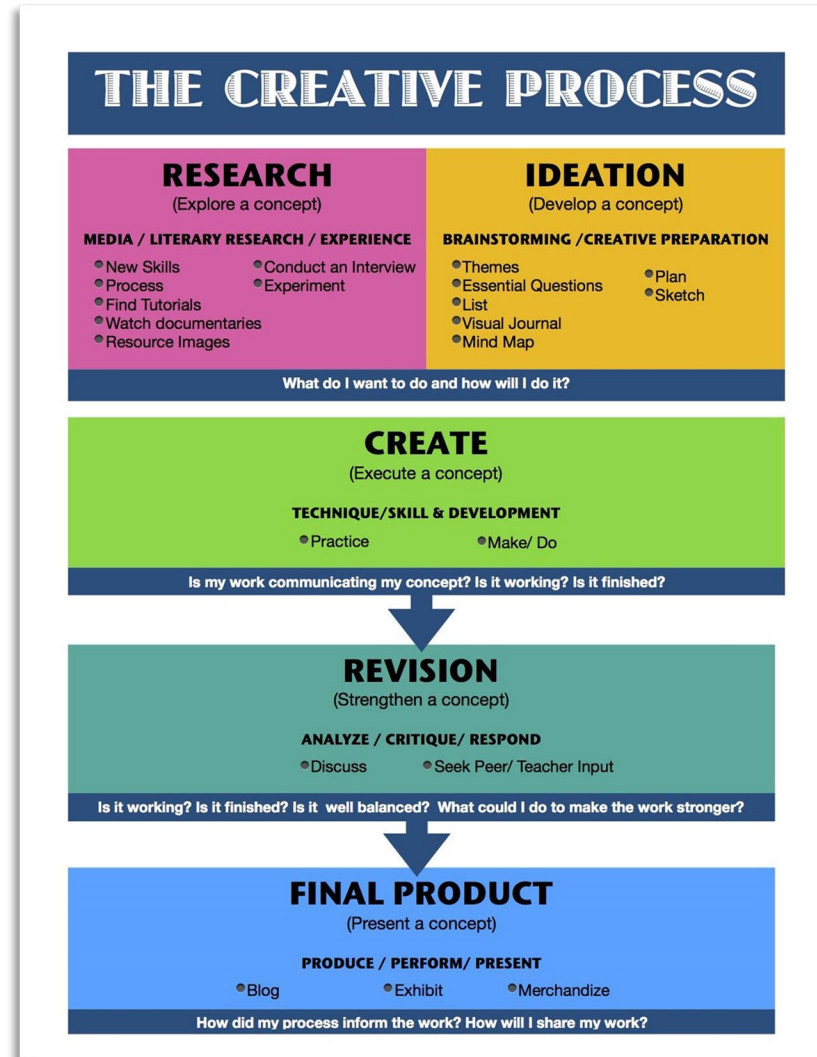
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DEC	Dance notation, documentation, and production elements as part of the creative process in producing and completing dance works.	Anchor Standard 3: Refine and complete artistic work.	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	Dance production elements for solo composition. Lighting, staging, set design for solo composition. (Drawings, etc.) Notating dances.	Searching for effective use of dance production elements and why.	Somatic movement in support of technique, movement efficiency, sensation. Ex: Bartenieff fundamentals.	self-awareness and emotional regulation through sensation in movement.	D.E207 Let's Talk about Dance		D.E418 Performance Questions
JAN	Interpreting meaning in movement.	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	Literal, abstract movement. Improvisation based on elements of dance, progression of emotional states, social issues.	Searching for excellent examples of sequencing, progressions, accumulations in professional dance.	Progressions of movement. The development of a movement idea in action.	self-awareness, self-management, social awareness. Understanding personal patterns and strategies for altering course of those patterns.	D.E206 Dance vs. Everyday Gestures	D. T304 Literal and Abstract Character Study	D.E309 Dance Language
FEB	Origins of technique, function of codified movement	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	Call and response, interpersonal solos. Solo improvisations/compositions in response to the performances of others.	Searching for solo and ensemble choreography that relate to lived experiences.	Codification of movement; the development of styles of dance.	Relationship-skills, responsible decision-making. Responding to the ideas, feelings, and work of others as well as collaboration.	D.E132 Storytime	D.T311 Telling My Story	
MARCH	Analyzing and executing movement according to genre, styles, and cultures.	Anchor Standard 9: Apply criteria to evaluate artistic work.	Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.	Embellishing movement phrases	Searching for examples of constructed and deconstructed dance. Identifying embellishments as choreographic choices.	Types of complexity: weight shifts, pathways, turning, 5 kinds of elevations, direction changes	self-management and use of personal space; responsible decision-making for appropriate rigor and goal-setting. Social awareness	D.T103 Sharp and Smooth Energy	D.E307 Five Elevations	



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APRIL	Personal narratives in movement and dance.	Anchor Standard 1: Generate and conceptualize artistic ideas and work	Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Movement phrases based on personal preferences, experiences, and goals.	Searching for dances of personal narrative by professional dance artists.	Attributes of movement preferences and movement signatures.	self-awareness, self-management, social-awareness.	D.T207 Feelings Solo Dance	D.E204 Mirroring, Leading, Following	D.E407 Duet Choreography Using Mirroring, Copying, and Complementary Movement
MAY	Dancing in various environments	Anchor Standard 6: Convey meaning through the presentation of artistic work.	Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression	Site-specific dance	Searching for examples of site-specific dance with analysis.	Attributes and distinctions of dance styles in theatrical and cultural contexts.	social-awareness, relationship skills explored in the analysis of professional dances and feedback process of site-specific dances.		D.T204 Choreographic Intentions	D.T412 Choreography/Dance for Camera
JUNE		Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	A group work consisting of solos which reflect a comprehensive review of choreographic, narrative, and technical concepts.(Could be done virtually through multiple "speakers" in Zoom).	Analysis of peer work.	Comprehensive review	Self-management, relationship skills, responsible decision-making in the collaboration of the group to create a cornerstone experience.	D.E207 Let's Talk about Dance		D.T418 Aesthetic Process

In **educational** psychology , a **learning artifact** (or **educational artifact**) is an object created by students during the course of instruction....The creation of material **artifacts** is a technique used to allow students to display their knowledge in a public forum (usually the classroom). Source: Wikipedia

ADDITIONAL RESOURCES FOR ALL MODELS:



SOCIAL EMOTIONAL LEARNING (SEL) RESOURCES: <https://casel.org/core-competencies/>