

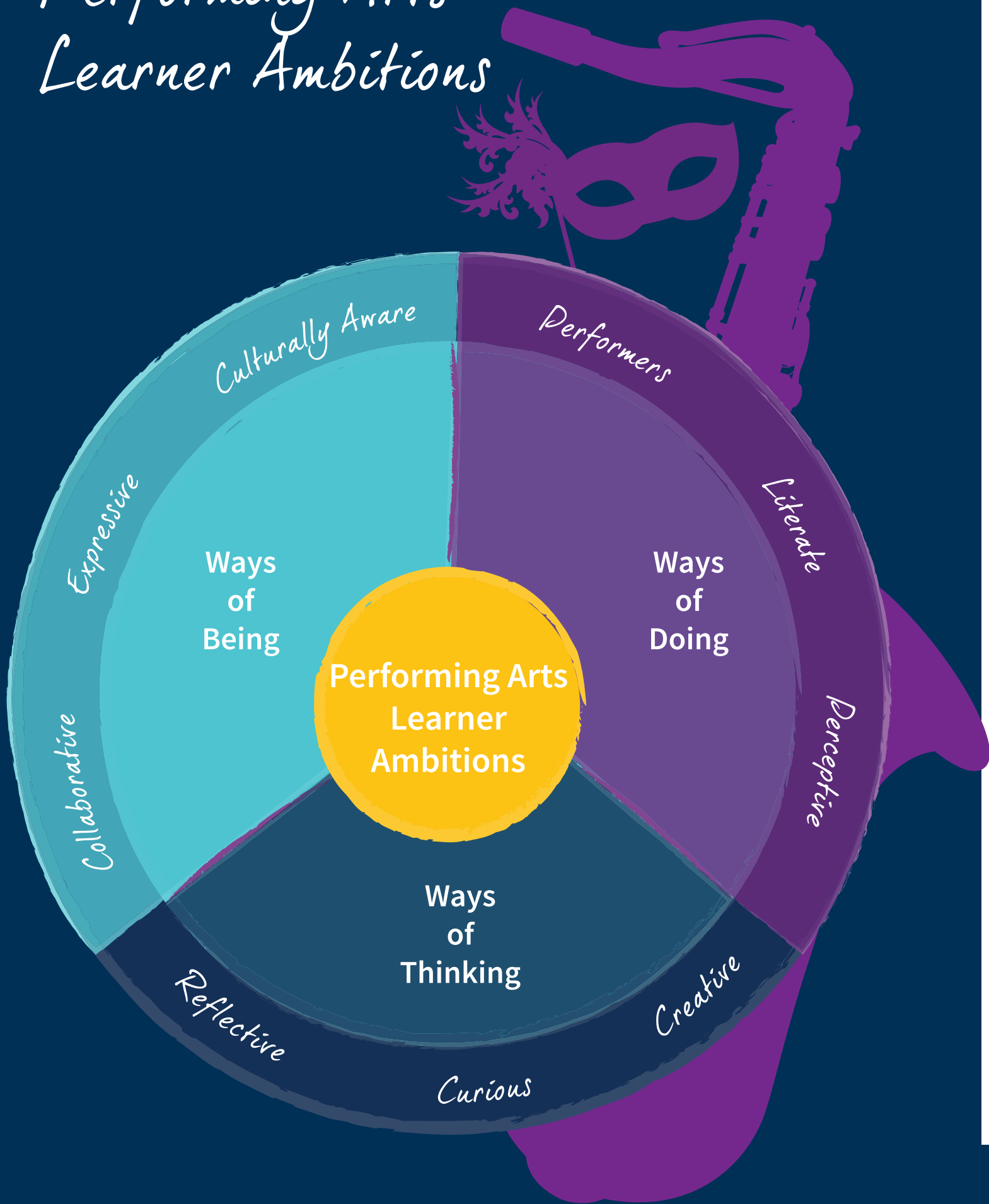


Nord Anglia Performing Arts Learner Ambitions - Dance

Created in collaboration with Juilliard

Oct 2018

Performing Arts Learner Ambitions



Performing Arts Learner Ambitions 2018

	Learner Ambitions	What it means
Ways of Being	Collaborative	Works well with others in artistic settings. Is willing and able to work in groups in a variety of roles (leader, supporter, consensus-seeker, negotiator, etc.). In co-creative tasks, is able to accept compromise, synthesize and objectively evaluate ideas. Seeks to both receive and offer artistic critique of performances and creative tasks. Seeks responses to his/her work by listening to the views of others. When in an ensemble, is able to balance awareness of one's individual role with that of other members.
	Expressive	Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art in a variety of modalities.
	Culturally Aware	Understands that the arts provide unique perspectives on culture. Appreciates that the performing arts are an expression of groups and individuals within communities and cultures. Considers how art is created and experienced within different cultures. Is aware of multiple perspectives and reflects on one's own viewpoints and assumptions. Is open-minded and keen to exploring the arts of diverse cultures throughout his/her life.
Ways of Thinking	Creative	Is personally invested in one's own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways.
	Curious	Is intrinsically motivated to explore artistic experiences and processes. Is keen to learn through questioning, experimenting, and trialing. Is confident working in unfamiliar contexts. Seeks out multiple interpretations and meanings, yet is able to tolerate ambiguity and abstract ideas.
	Reflective	Able to think back on learning experiences, performances, and creative processes with both flexible perspectives and clarity. Is receptive to contradicting ideas and opinions. Able to reflect using a range of response types and modalities. Is able to use reflective takeaways to stimulate future growth.
Ways of Doing	Performers	Perseveres and persists until the desired performance outcome is achieved. Is able to take direction and also work independently to solve technical and artistic problems. Experiences joy in one's own performances and understands the connections between creator, performer, and audience. Is confident and flexible with expression, interpretation, and improvisation. Understands and appreciates the variety of roles in a performing ensemble.
	Literate	Is fluent in the language of the art form (technical and vernacular) and its processes. Is aware of the various materials, professional roles, and production elements in the performing arts.
	Perceptive	Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one's own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details.

	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Collaborative	<ul style="list-style-type: none">• explore moving with others• share a verbal or physical response to an activity• follow the movements of the teacher together with others• maintain personal space, as directed by the teacher	<ul style="list-style-type: none">• explore moving at the same time as others with some awareness of the other dancers• take turns sharing ideas as guided by the teacher• maintain personal space while following the movements of the teacher	<ul style="list-style-type: none">• participate in a group dance with an awareness of other dancers and the effects of their own movements• create short movement sequences in response to another dancer• take turns sharing ideas with a partner• with teacher guidance, lead and follow movements in a partnership• maintain personal space while improvising with shapes or nonlocomotor movements• adjust movements and placement in space when requested• focus on partner while dancing together	<ul style="list-style-type: none">• participate in a group dance with an awareness of individual and group contributions• begin to choreograph with others to achieve a shared goal• articulate own ideas and take suggestions from others when working in a group• take on the roles of leader and follower• move safely through open space while maintaining personal space	<ul style="list-style-type: none">• participate in a group dance and articulate the value of individual and group contributions• choreograph with others, with an awareness of multiple contributions• offer and take suggestions from others when working in a group• appreciate the value of both of leader and follower• share personal space and move safely in different spatial relationships to a stationary partner	<ul style="list-style-type: none">• participate in a group dance with an awareness of the contributions of other dancers• choreograph with others, compromising combining, or forfeiting own ideas for another group member's• offer suggestions and incorporate peer feedback• begin to take on different roles within a group• perform familiar dance sequences while maintaining a place within a formation of multiple dancers	<ul style="list-style-type: none">• participate in a group dance with an awareness of the contribution of different dancers• choreograph with others to pursue a common goal• articulate own ideas and use peer feedback to refine performance and composition• confidently take on different roles within a group• move through specific pathways and maintain a spatial relationship with a partner	<ul style="list-style-type: none">• participate in a group dance and assess individual and group contributions• choreograph with others, equally contributing to and pursuing a common goal• evaluate their own contributions and feedback; seek feedback from peers• confidently take on a variety of different roles within a group• negotiate traveling along their own spatial pathways with awareness of different pathways of other dancers• seek input from non-dancers	<ul style="list-style-type: none">• perform within a wide range of groups to reach intended artistic outcomes• perform in group dance with an awareness of the collective performance goals• choreograph and improvise with others• work within a group to collectively solve artistic problems• recognize the role of diverse points of view in the development of ideas and solutions• adjust their use of space while improvising in response to the movements of other dancers• incorporate ideas from non-dancers on a dance study	<ul style="list-style-type: none">• perform in a range of groupings with an awareness of roles• choreograph and improvise with others, exploring multiple ideas and taking on different roles• flexibly and appropriately offer contributions and feedback• articulate the value of performing and creating with others• effectively adjust their use of space in response to anticipated or changes during a performance to• collaborate with another discipline on an informal performance	<ul style="list-style-type: none">• perform in a wide range of groups to reach intended artistic outcomes• choreograph within a range of groups, showing a clear understanding of their own role and the value of peer contributions• confidently work within a group to develop and refine choreographic, improvisatory, and performative outcomes• effectively adjust their movements and use of space in a choreographed dance in response to unanticipated changes (e.g., mistakes, surprising actions of other dancers, issues with technology, or interactions with the audience)• collaborate with multiple disciplines on a performance

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Expressive	<ul style="list-style-type: none">• show their preferences for ways of moving• express emotions through facial expressions• respond to music with movement• maintain a point of focus while moving• create movements that mimic familiar actions	<ul style="list-style-type: none">• discuss their opinions and preferences for ways of dancing• express emotions through facial expressions and gestures• respond with different ways of moving to different pieces of music	<ul style="list-style-type: none">• describe how dancing or viewing dance makes them feel in basic terms• express emotions through facial expressions, gestures, posture, and stance• respond to the tempo of music with movement• create movements that convey an emotion	<ul style="list-style-type: none">• respond and describe how dancing or viewing dance makes them feel and recognize that different pieces can make them feel differently• express emotions with realistic actions (e.g., punch when angry) using both the core and the extremities of the body• correlate movements with the beat of the music• coordinate direction of focus with other movements• convey a sequence of events through movement	<ul style="list-style-type: none">• respond to different works they view or perform and begin to explain how different elements of dance affected their response• apply appropriate dynamics in realistic movements to express emotions• embody the rhythm of demonstrated movements• change focus to different dancers within a group dance• convey different interactions between characters through movements and sequences	<ul style="list-style-type: none">• discuss or show what they experience when viewing or performing dance• apply a range of dynamics in choreographed movements to express a range of emotions• embody complex rhythms of demonstrated movement sequences• differentiate and vary inward and outward focus• convey a simple story through choreography	<ul style="list-style-type: none">• discuss or show how viewing or performing dance makes them feel, think, or imagine, using a range of vocabulary• perform with an awareness of the emotions expressed by other dancers• perform rhythmic variations of a movement sequence• use focus to guide audience's attention• choreograph movements that evoke the attributes of a character	<ul style="list-style-type: none">• explain or show how viewing or performing dance makes them feel, think, or imagine using a range of vocabulary and examples• adjust movement dynamics in response to the emotions expressed by other dancers• show counterpoint to music through movement• make choices about the elements of time and space to convey one's own idea in choreography	<ul style="list-style-type: none">• explain how and why viewing or performing dance makes them feel, think, or imagine, using a wide range of vocabulary and examples, with an understanding of emotion and how this is conveyed by choreographer and dancer• show their emotions through movements within a style or genre• use accenting and phrasing to correlate with the music• manipulate the elements of time, space, and dynamics to convey one's ideas through choreography	<ul style="list-style-type: none">• articulate personal responses to a wide range of performances, discussing the use of emotion and how it is communicated• show a range of emotions using the conventions of a style or genre• use accenting and phrasing independently and in conversation with music• manipulate the elements of time, space, and dynamics to emphasize one's ideas through specific movement in choreography	<ul style="list-style-type: none">• articulate personal responses to viewing and performing dance, with an understanding of emotion and how this is conveyed by choreographer and dancer• express a range of nuanced emotions using the conventions of a style or genre• deliberately and fluidly vary the relationship of movement to music• express ideas and intentions with unique choreographic choices

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Culturally Aware	<ul style="list-style-type: none">• view dance from a contrasting cultural traditions• demonstrate a movement experienced or observed in a familiar setting (home, school, community)• explore moving to music intended for dancing from contrasting cultural traditions	<ul style="list-style-type: none">• view dance from a variety of traditions• demonstrate a movement experienced at a family or community gathering• respond through movement to music intended for dancing from another tradition	<ul style="list-style-type: none">• view and describe dance from different traditions• give an example of where they might see or participate in dance in their own culture• demonstrate movements from a dance from a different cultural tradition	<ul style="list-style-type: none">• view and describe dance from different traditions and know where they come from• identify an event or occasion that includes dance in their own culture• demonstrate a simple dance from a different cultural tradition	<ul style="list-style-type: none">• view and describe dance from different traditions and explore some related elements in their own movement studies• know that dance originates from diverse cultural traditions and identify some characteristic movements• discuss when and where people dance in their own culture• demonstrate a dance from different cultural traditions with attention to key features	<ul style="list-style-type: none">• view and discuss dance from different traditions and begin to incorporate some elements into their own work• understand and value that dance originates from different historical periods and cultures• explain how and why people dance in their own culture• demonstrate several dances from different cultural traditions, and compare them	<ul style="list-style-type: none">• view and discuss dance from different traditions and begin to incorporate these experiences into their own work• understand and value that dance from different cultures and periods is produced in a variety of ways and can serve different functions in a community or society• compare the style of other dance traditions to their own• demonstrate a range of dances from different cultural traditions with attention to key features, and compare them	<ul style="list-style-type: none">• view and discuss dance from different traditions and incorporate these experiences into their own work• make simple references to the cultural or historical context of dance and begin to explain the role and relationship within that culture or period of time• compare the style and context of other dance traditions to their own• perform dances from different cultural traditions and explain why its features are important	<ul style="list-style-type: none">• view, discuss, and analyse dance from different traditions and incorporate these experiences into their own work, explaining how and why• make accurate references to the cultural or historical context of a dance• compare the style, context, and purpose of other dance traditions to their own• perform dances from different cultural traditions with attention to detail and style, and research relevant information about the context of the dance	<ul style="list-style-type: none">• view, discuss, analyse, and compare dance from different traditions, and incorporate these experiences into own work with clear intention• make perceptive observations that show knowledge and sensitivity for various dance traditions• explain how an understanding of the role and function of dance influences how they perceive movement, and compare to their own cultural traditions• perform dances from different cultural traditions with attention to characteristic details and style, and nt research the context and significance of the dance	<ul style="list-style-type: none">• view, discuss, and analyse the use of dance in different traditions, striving to empathise, seek connections, and understand differences, and incorporate these experiences into their own work in unique ways• show a strong understanding and sensitivity of dance traditions and the relationship between other dance traditions and their own• curate and perform a series of dances from different cultural traditions with attention to characteristic details and style, share insightful information about the dances and speculate on each dance's meaning or purpose

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Creative	<ul style="list-style-type: none">• listen to music or a story and respond by improvising with original movement• experiment with differences in physical shapes and movements• use props such as a scarf or a costume for developing original movement improvisations	<ul style="list-style-type: none">• experiment with movement using simple nonlocomotor actions (e.g. bending, twisting, stretching, tilting)• experiment with differences in physical shapes and movements• use real-life situations for original movement improvisations	<ul style="list-style-type: none">• respond to prompts to create and perform a short sequence of movement based on dance concepts• improvise using dynamic, level, and spatial choices, one at a time• use real-life situations or stimuli (e.g. a book, a song) as a basis for original movement improvisations	<ul style="list-style-type: none">• use simple choreographic tools (e.g. word cards, poems) to create and perform a short sequence of movement based on dance concepts• vary the sequence of movements through dynamic, spatial, tempo, and level choices• improvise using dynamic, level, and spatial choices, one at a time in rapid succession	<ul style="list-style-type: none">• choreograph a sequence of 4-6 set movements, then recall and perform them• vary the sequence of movements through dynamic, spatial, tempo and level choices• improvise or propose simple solutions to movement problems	<ul style="list-style-type: none">• develop simple movement studies based upon structures such as chance procedures or a narrative prompt• develop a simple movement phrase based upon a dance element such as space, time, or dynamics• develop a simple movement phrase based upon material learned in class• improvise simple solutions to movement problems	<ul style="list-style-type: none">• choose and develop a concept for choreographic studies• improvise using a range of dynamic, level, and spatial choices used concurrently• experiment with music and sound to develop movement sequences• improvise solutions to movement problems using a range of traveling actions	<ul style="list-style-type: none">• create a dance with a clear beginning, middle and end• plan and create a short dance based upon a specific theme or idea• incorporate multiple movement phrases into a choreographed work• apply spatial choices (e.g. diagonals, lines, circular patterns) in simple ways• choose music that is suited to the concept of the dance	<ul style="list-style-type: none">• create a dance with a specific theme and a clear beginning, middle and end• compose solos and duets that use choreographic strategies (e.g. ABA, canonical forms, simple counterpoint techniques, theme and variation)• incorporate multiple movement phrases into a choreographed work• apply spatial choices (e.g. diagonals, lines, circular patterns) in simple ways	<ul style="list-style-type: none">• create a dance with clarity of meaning or intent• compose for groups, duets, and solos using ABA and simple canonical forms• compose movement motifs which use a range of choreographic devices (e.g. space, time, dynamics)• apply spatial choices (e.g. diagonals, lines, and circular patterns)	<ul style="list-style-type: none">• use dance techniques and aesthetics in personal or individual ways in their choreography• adapt, experiment with, and apply multiple choreographic strategies and techniques (e.g. ABA form, theme and variation, accumulation, repetition, counterpoint) into their own choreography• compose for groups with a variety of separate and concurrent actions• apply spatial choices (e.g. diagonals, lines, circles with complexity of pattern) and choreographed transitions between them• propose original solutions to complex choreographic prompts or challenges• translate another medium (e.g. visual art, poem, story) into a choreographed dance

	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Curious	<ul style="list-style-type: none">• explore unfamiliar ways of moving	<ul style="list-style-type: none">• explore unfamiliar ways of moving• ask questions about an observed dance, movement, shape, or concept	<ul style="list-style-type: none">• actively engage with unfamiliar dance in elemental ways• ask personally relevant questions about an observed dance, movement, shape, or concept• ask questions about choreographers or dancers	<ul style="list-style-type: none">• actively engage with unfamiliar dance forms and works in elemental ways• ask personally relevant questions about an observed dance, movement, shape, or concept• ask questions about choreographers or dancers	<ul style="list-style-type: none">• suggest an alternative outcome to creative projects, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance through in-class projects• ask personally relevant questions about an observed dance, movement, shape, or concept• ask unprompted questions about choreographers or dancers	<ul style="list-style-type: none">• suggest multiple outcomes to creative projects, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance through in-class projects• ask personally relevant questions about dance and the creative process, including questions such as “How do they do that?” and “Can I do that?”• ask unprompted questions about choreographers or dancers	<ul style="list-style-type: none">• suggest multiple outcomes to creative projects, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance forms and works through in-class projects• ask personally relevant questions about dance and the creative process, including questions such as “How do they do that?” and “Can I do that?”• initiate an exploration or research of choreographers, dancers, cultural or historical origins or traditions	<ul style="list-style-type: none">• suggest multiple outcomes to creative projects, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance forms and works• ask personally relevant questions about dance and the creative process, while seeking out connections to other subjects and experiences• initiate an exploration or research of choreographers, dancers, dance genres, cultural or historical origins or traditions• ask questions about their own dance learning and the ways that others learn	<ul style="list-style-type: none">• suggest multiple outcomes to choreographic or perceptual issues, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance forms and works• make links to experiences and prior learning, within and outside of dance• initiate an exploration or research of choreographers, dancers, dance genres, cultural or historical origins or traditions, looking for commonalities and differences between them• ask perceptive and insightful questions about their own dance learning and the ways that others learn	<ul style="list-style-type: none">• suggest multiple outcomes to choreographic or perceptual issues, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance forms and works• make links to experiences and prior learning, within and outside of dance• initiate an exploration or research of choreographers, dancers, dance genres, cultural or historical origins or traditions, looking for commonalities and differences between them and making suggestions as to why this might be the case• seek out multiple viewpoints and interpretations of dance• ask perceptive and insightful questions about their own dance learning, redefining their ideas to clarify and deepen understanding	<ul style="list-style-type: none">• suggest multiple outcomes to choreographic or perceptual issues, positing “What if…” when creating, performing, or reflecting• actively engage with unfamiliar dance forms and works• make links and comparisons to experiences and prior learning, within and outside of dance• initiate an exploration or research of choreographers, dancers, dance genres, cultural or historical origins or traditions, looking for commonalities and differences between them and making suggestions as to why this might be the case• seek out multiple viewpoints and interpretations of dance• ask perceptive and insightful questions about their own dance learning, redefining their ideas to clarify and deepen understanding

	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Reflective	<ul style="list-style-type: none">• describe their own dance experiences using a limited range of vocabulary• describe their own their movement choices• identify, often through their own attempts to recreate, simple, often repeated movement, when prompted	<ul style="list-style-type: none">• describe their own dance experiences, using limited detail and vocabulary• describe their movement choices in specific or imaginative terms	<ul style="list-style-type: none">• know when their dancing went well or when they have made a substantial mistake• express how they feel in response to their performance• aware of their own process of creating	<ul style="list-style-type: none">• know when their dancing went well or when mistakes were made; begin to discuss what contributed to their success and how it could have been better• aware of their own process of creating	<ul style="list-style-type: none">• identify when their dancing went well and when mistakes that were made, suggesting basic ideas for improvement• show awareness of and value for ideas differing from their own• aware of their own processes of rehearsing, performing, and creating	<ul style="list-style-type: none">• self- and peerassess, identifying things that worked well when dancing and those that did not, suggesting basic movement ideas for improvement• show awareness of and value for ideas differing from own• describe their own processes of rehearsing, performing, and creating	<ul style="list-style-type: none">• self- and peer-assess their own and others' dancing• constructively give and take opinions from different sources• self- and peerassess, suggesting choreographic ideas for improvement using dance vocabulary• begin to describe their individual role and artistic contributions within group projects• analyze their own processes of rehearsing, performing, and creating• constructively give and take opinions from others	<ul style="list-style-type: none">• begin to evaluate their own performance or composition given a set of simple criteria; can defend or explain decisions using dance vocabulary• begin to critically evaluate their individual artistic contributions• begin to evaluate their own processes of practicing, performing, creating, learning and observing	<ul style="list-style-type: none">• evaluate their own performance or composition given a set of criteria developed• can defend or explain artistic decisions using dance vocabulary and examples from specific dance works• critically evaluate their individual artistic contributions and choreographic choices within group projects• evaluate their own processes of practicing, performing creating, and learning while making corrections and revisions for improvement	<ul style="list-style-type: none">• evaluate and critique performance, composition, or artistic contributions• show insight into their own processes of practicing, performing, creating, learning, and thinking with increased specificity to make corrections for improvement• compare their own processes to others for further improvement	<ul style="list-style-type: none">• continuously and intuitively evaluate and critique performances, compositions, or artistic contributions using a self-created criteria resulting in targets for further improvement• show insight into their own processes of rehearsing, performing, creating, learning, and thinking• compare their own processes to others for further improvement

Performing Arts Learner Ambitions - Dance

	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Performers	<ul style="list-style-type: none"> isolate arms, legs, hands, feet, head imitate simple movement patterns hold body in stillness in a range of shapes with two feet on the ground walk following a spatial pattern 	<ul style="list-style-type: none"> flex and point feet, isolate head from shoulders repeat and recall simple movement patterns sustain shapes on two feet on a variety of levels hop repeatedly on one foot (both sides) can march to a steady beat 	<ul style="list-style-type: none"> imitate simple gestures with a degree of precision start, freeze, travel, and stop at defined times sustain balance on one foot (both dominant and non-dominant side) identify tension and relaxation in standing posture skip and perform galloping movements, alternating legs incorporate levels into improvisation 	<ul style="list-style-type: none"> demonstrate and incorporate extension/flexion actions for multiple body parts in improvisation and set choreography demonstrate an awareness of tempo and pulse when performing sequences of movement sustain balance on either foot, with non-weight bearing leg in specified positions (e.g. arabesque, passé) skip forwards and backwards perform traveling movements in varying pathways and directions (including circles, curves, and straight lines) 	<ul style="list-style-type: none"> imitate and incorporate rotational movements of the spine and hips incorporate accents and synchronize movements balance on a variety of points (1 foot, 2 feet, other body parts) engage core support leap with sense of elevation and safe landing 	<ul style="list-style-type: none"> refine movement sequences based on feedback perform balances with wide and narrow bases of support in improvisation and set choreography sustain core support in weight shifts dance with a sensitivity to phrasing and an awareness of ensemble 	<ul style="list-style-type: none"> sustain rotation of the hips (turnout) while performing locomotive and axial movement employ a sense of opposition in shapes and balances exhibit core stability in complex coordinations rehearse and use strategies to solve artistic problems 	<ul style="list-style-type: none"> perform complex coordinations (combining extension/flexion, rotation, elevation, and stillness) with physical commitment in improvisation and set choreography employ core support to promote soft landings in jumps apply proprioceptive feedback to promote healthful strategies in balance maintain focus after making mistakes 	<ul style="list-style-type: none"> perform complex coordinations (combining extension/flexion, rotation, elevation, and stillness) with precision and an awareness of line in improvisation and set choreography perform weightsharing actions recover from memory slips and unexpected moments while performing 	<ul style="list-style-type: none"> refine complex coordinations (combining extension/flexion, rotation, elevation, and stillness) in a variety of styles to employ proper muscles demonstrate counterbalance and supported balance with a partner balance technical and artistic goals 	<ul style="list-style-type: none"> execute movement sequences with a high degree of complex coordination (including extension/flexion, elevation, rotation, and stillness) perform within a range of styles with confidence and personal expression demonstrate control in offcentered movements control form within complex motions independently refine performance with a variety of rehearsal strategies employ strategies to manage nerves
Literate	<ul style="list-style-type: none"> name and isolate different parts of their bodies understand and demonstrate different directions, levels, and shapes identify a movement by repeating it 	<ul style="list-style-type: none"> understand the meaning of personal and shared space identify various timings of movement identify simple, often repeated movement, when prompted describe and apply qualities to movement vocabulary (e.g. a "happy" spin) 	<ul style="list-style-type: none"> identify size, orientation, and levels of shapes mimic rhythm patterns recognize basic dance vocabulary of some dance genres 	<ul style="list-style-type: none"> identify and describe shapes and pathways within a dance identify unison and counterpoint movements describe varying dynamics within a dance aware of different dance styles and able to identify differences when viewing 	<ul style="list-style-type: none"> recognize varying groupings and spatial arrangements within a dance explain how movement can represent an idea understand synchronicity and can recognize it in movement use and execute basic dance vocabulary 	<ul style="list-style-type: none"> identify symmetry / asymmetry and positive / negative space within shapes can identify downbeat within music and demonstrate physically apply qualitative and expressive words to movements identify some basic movements from different dance genres recall and use basic dance vocabulary 	<ul style="list-style-type: none"> analyze use of movement motifs and contrast in dance describe how musical elements (rhythm, tone, melody) relate to a dance analyze dances as abstract, themebased, or narrative identify and form comparisons between a range of dance genres recall and use a variety of dance vocabulary 	<ul style="list-style-type: none"> identify standard choreographic structures and devices (ABA, canon, retrograde, accumulation) analyze use of phrasing within a movement sequence analyze other elements within a dance piece (lighting, set, costumes, sound) use and apply dance vocabulary specifically to the genre being covered 	<ul style="list-style-type: none"> identify movement components within a phrase identify meter of movement and accompanying music analyze use of accents and syncopation use and execute a wide range of dance vocabulary use basic vocabulary specific to dance tradition or style 	<ul style="list-style-type: none"> identify relationships between lighting, set, costuming, sound, and movement recognize rhythmic themes understand the technical demands of various dance styles compare and contrast different dance genres use a range of descriptive and technical dance vocabulary in increasingly specific ways 	<ul style="list-style-type: none"> identify how compositional choices (including spatial design, movement vocabulary, and dynamic range) affect the tone of piece identify and use appropriate anatomical (muscle, tendon, bone) vocabulary when discussing movement identify major works within a range of dance genres

Literate cont.								• use descriptive and technical dance vocabulary	• use descriptive and technical dance vocabulary in increasingly specific ways		• use an expanded range of descriptive and technical dance vocabulary in increasingly specific ways
	Age 3-4	Age 4-5	Age 5-6	Age 6-7	Age 7-8	Age 8-9	Age 9-10	Age 10-11	Age 11-12	Age 12-13	Age 13-14
Perceptive	<ul style="list-style-type: none">• describe movement they see with simple language• respond to simple changes in shapes, timing, and dynamics (movement quality)	<ul style="list-style-type: none">• identify simple, repeated movements when prompted• respond to and mimic simple changes in shapes, timing, and dynamics (movement quality)	<ul style="list-style-type: none">• identify repeating movements in a sequence• mimic and repeat a simple movement phrase• identify simple repeated movement when prompted• view a dance and recognize concepts of space, time, and energy• observe, describe and respond with personal feelings about the dance	<ul style="list-style-type: none">• identify simple movement patterns, contrasting shapes, and varying timing in a dance and simple, repeated movement content when prompted• recognize some styles and genres of dance• begin to notice changes in spatial design and dynamics (movement qualities) within dances• observe and respond to dance describe in simple terms	<ul style="list-style-type: none">• identify dynamics within a piece• recognize movement patterns• distinguish a range of opposite dynamics (movement qualities)• identify the theme or subject of a dance• understand and explain a dance with a specific narrative• identify and describe an increasing number of dance styles and genres• identify specific staging and movement content when prompted• express personal interpretations of movement and dances they see	<ul style="list-style-type: none">• identify and discuss dynamics, shape, and phrasing in a dance• identify specific staging• identify the theme or subject of a dance• understand and explain a dance with a specific narrative• distinguish a range of genres or styles, and begin to draw comparisons between styles• express personal interpretation of a dance they see and relate it to their own experience	<ul style="list-style-type: none">• identify and discuss choreographic structure and devices in a dance, using expressive and technical vocabulary• notice and discuss changes in movement vocabulary, timing, and spatial design throughout a piece• begin to identify specific structural, staging and movement content when prompted• use a specific lens to observe and describe dance when prompted• express personal interpretation by relating to other experiences or subjects	<ul style="list-style-type: none">• notice and remember changes in movement vocabulary and spatial variations within a dance• interpret theme or narrative based on movement vocabulary, timing, spatial design, and choreographic structure• identify specific structural, staging and movement content• begin to recognize a dance as having a unique historical, cultural, or stylistic influence• self-select a specific lens to observe, describe and respond with personal feelings to dance• express personal interpretation by relating to other dances	<ul style="list-style-type: none">• identify and describe nonmovement production elements (costuming, lighting, music/sound, etc.)• watch and draw conclusions about a choreographer's artistic intent with examples• begin to identify specific structural, staging, and movement content and how they show choreographic concepts• view and identify basic information about a dance's historical, cultural, and stylistic influences• use multiple lenses to observe, interpret, and analyze dance, when prompted• express personal interpretations and draw more complex connections	<ul style="list-style-type: none">• identify and discuss relationships between spatial design, movement vocabulary, and dynamic range using technical and expressive vocabulary• analyze how nonmovement production elements affect a piece• view and identify information about a dance's historical, cultural, and stylistic influences• self-select multiple lenses to observe, interpret, and analyze dance• begin to compare and contrast pieces and draw conclusions about the choreographers' intentions• express more detailed interpretations and describe style or genre and role of choreographer	<ul style="list-style-type: none">• analyze specific details about the movement vocabulary and choreographic structure of a dance• synthesize multiple elements and relationships within a piece, identifying developments and how they happen• identify specific structural, staging and movement content to determine choreographic intent• synthesize information about a dance's historical, cultural and stylistic influences to develop a personal understanding• self-regulate the use of multiple lenses to enhance how they observe, interpret, and analyze dance• discuss or show with key examples how specific elements affected their response

