



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

# CURRICULUM & INSTRUCTION DIVISION

WE ARE A THROUGHLINE TO STUDENT ACHIEVEMENT

*Visual and Performing Arts Department*  
*BASED ON THE NATIONAL CORE ARTS STANDARDS*  
Performing Arts: Dance

## KINDERGARTEN

### CREATING

#### 1.1 Process Component: **Explore**

Anchor Standard: 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.

Essential Question: Where do choreographers get ideas for dances?

- a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).
- b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

#### 2.1 Process Component: **Plan**

Anchor Standard: 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.

Essential Question: What influences choice-making in creating choreography?

- a. Improvise dance that has a beginning, middle, and end.
- b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner

#### 3.1 Process Component: **Revise**

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

- a. Apply suggestions for changing movement through guided improvisational experiences.
- b. Depict a dance movement by drawing a picture or using a symbol.

## **PERFORMING**

### **4.1** Process Component: Express

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

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

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

- a. 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.
- b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.
- c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

### **5.1** Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

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

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

- a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
- b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

c. Move body parts in relation to other body parts and repeat and recall movements upon request.

### **6.1 Process Component: Present**

Anchor Standard: 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.

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

- a. Dance for and with others in a designated space.
- b. Select a prop to use as part of a dance.

## **RESPONDING**

### **7.1 Process Component: Analyze**

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

*Suggested Activities:*

- a. Find a movement that repeats in a dance.
- b. Demonstrate or describe observed or performed dance movements

### **8.1 Process Component: Interpret**

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

*Suggested Activities:*

- a. Observe movement and describe it using simple dance terminology.

### **9.1 Process Component: Critique**

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

*Suggested Activities:*

- a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.

## CONNECTING

### 10.1 Process Component: Synthesize

Anchor Standard: 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.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

*Suggested Activities:*

- a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
- b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

### 11.1 Process Component: Relate

Anchor Standard: 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.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

- a. Describe or demonstrate the movements in a dance that was watched or performed.