**PA Curriculum Framework: Dance**

**Big Idea Categorization**

| **Big Idea** | **Grade** | **Essential Questions** | **Concept** | **Competency** | **Standards** |
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| [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | K | What elements do people use to perform works in dance? | Dancers utilize levels, direction and time to perform and create works in dance. | Move in place and through space, paying attention to levels, direction and time. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| 1 | How do people move to perform works in dance? | Dancers move in various pathways to perform and create works in dance. | Move in place and through space in various pathways. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| 2 | How do people use their bodies to perform works in dance? | Dancers utilize various planes to perform and create works in dance. | Move in place and through space in longer movement sequences, paying attention to the various body planes. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| 3 | Why do dancers rehearse? | Dancers use the rehearsal process to practice and improve their dance skills. Document the rehearsal process and explain the effect it has on a dancer’s skills. | Document the rehearsal process and explain the effect it has on a dancer’s skills. | [9.1.3.A](http://pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.G](http://pdesas.org/Standard/StandardsBrowser" \l "22248" \t "_blank" \o "Recognize the function of rehearsals  and practice sessions.), [9.1.3.H](http://pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| 4 | How do dancers and choreographers arrange ideas in dance? | Dancers and choreographers use transitions and choreographic structures to arrange ideas. | Choreograph, notate and perform dance that uses transitions and simple choreographic structures to arrange ideas. | [9.1.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22257" \t "_blank" \o "Describe and use knowledge of a  specific style within each art form  through a performance or exhibition  of a unique work.), [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.), [9.1.5.H](http://pdesas.org/Standard/StandardsBrowser" \l "22261" \t "_blank" \o "Use and maintain materials, equipment  and tools safely at work and  performance spaces.  Describe some materials used.  Describe issues of cleanliness  related to the arts.  Describe types of  mechanical/electrical equipment  usage.  Know how to work in selec), [9.1.5.J](http://pdesas.org/Standard/StandardsBrowser" \l "22263" \t "_blank" \o "Apply traditional and contemporary  technologies for producing, performing  and exhibiting works in the arts or the  works of others.  Experiment with traditional  technologies (e.g., ceramic/wooden  tools, earthen clays, masks,  instruments, folk shoes, etchi) |
| 5 | How do dancers and choreographers learn and refine their skills? | Dancers and choreographers use a variety of movement qualities and characteristics to learn and study dance. | Choreograph, notate and perform dance that explores a variety of movement qualities and characteristics. | [9.1.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.), [9.1.5.H](http://pdesas.org/Standard/StandardsBrowser" \l "22261" \t "_blank" \o "Use and maintain materials, equipment  and tools safely at work and  performance spaces.  Describe some materials used.  Describe issues of cleanliness  related to the arts.  Describe types of  mechanical/electrical equipment  usage.  Know how to work in selec) |
| 6 | Why are reflection and revision necessary to the process of art-making? | The process of reflection and revision help dancers and choreographers to improve their works. | Document the process of reflection and revision while choreographing and rehearsing works in dance. | [9.1.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22272" \t "_blank" \o "Explain the function and benefits of  rehearsal and practice sessions.), [9.1.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ) |
| 7 | How do dancers and choreographers use different musical rhythms and genres to create works in dance? | Dancers and choreographers use various musical rhythms and genres to create, notate, and perform dance. | Choreograph, notate, and perform dances for flexible groups with multiple movement phrases using various musical rhythms and genres. | [9.1.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22269" \t "_blank" \o "Demonstrate knowledge of at least two  styles within each art form through  performance or exhibition of unique  works.), [9.1.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ) |
| 8 | How do dancers and choreographers use the elements of space, time and energy to create works in dance? | Dancers and choreographers use elements of space, time and energy to create, notate, and perform dance. | Choreograph, notate and perform complex dance sequences in various forms using elements of space, time and energy. | [9.1.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22269" \t "_blank" \o "Demonstrate knowledge of at least two  styles within each art form through  performance or exhibition of unique  works.), [9.1.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ) |
| 9 | How do choreographers manipulate setting in order to affect the way an audience responds to a work in dance? | Choreographers make choices about a work’s setting that affect how an audience responds to the work. | View a work that manipulates setting and analyze how the choreographer’s choices affected the audience’s response. | [9.4.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).) |
| 10  11  12 | How do dancers and choreographers use a variety of styles to create original works in dance? | Dancers and choreographers use a variety of styles to choreograph, stage and perform original works in dance. | Independently choreograph, stage and perform an original work in dance that synthesizes a variety of styles. | [9.1.12.A](http://pdesas.org/Standard/StandardsBrowser" \l "22278" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.12.B](http://pdesas.org/Standard/StandardsBrowser" \l "22279" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.12.C](http://pdesas.org/Standard/StandardsBrowser" \l "22280" \t "_blank" \o "Integrate and apply advanced  vocabulary to the arts forms.), [9.1.12.D](http://pdesas.org/Standard/StandardsBrowser" \l "22281" \t "_blank" \o "Demonstrate specific styles in  combination through the production  or performance of a unique work of  art (e.g., a dance composition that  combines jazz dance and African  dance).), [9.1.12.H](http://pdesas.org/Standard/StandardsBrowser" \l "22285" \t "_blank" \o "Incorporate the effective and safe use  of materials, equipment and tools into  the production of works in the arts at  work and performance spaces.  Evaluate the use and applications  of materials.  Evaluate issues of cleanliness  related to the arts.  Evalua) |

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| **Big Idea** | **Grade** | **Essential Questions** | **Concept** | **Competency** | **Standards** |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | K | How do dancers use different movements and rhythms? | Dancers use their bodies to create and perform dance. | Perform and create dances and movement sequences that coordinate different body parts. | [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22245" \t "_blank" \o "Use knowledge of varied styles within  each art form through a performance  or exhibition of unique work.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| 1 | What do people use to create dance? | People use their personal experience to perform and create works in dance. | Perform and create dances that are based on events in their lives. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| 2 | How do people communicate movement ideas? | Labanotation is a written language that people use to communicate movement ideas. | Identify basic symbols used in Labanotation. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| 3 | How do choreographers and dancers communicate with each other? | Labanotation is a written language used by choreographers and dancers to communicate movement sequences. | Choreograph a short piece/phrase utilizing basic Labanotation. | [9.1.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.E](http://pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| 4 | What types of physical objects can serve as inspiration for works in dance? | Dancers and choreographers can use physical objects as inspiration for works in dance. | Create and perform dance that uses physical objects as inspiration. | None listed |
| 5 | What ideas or emotions can serve as inspiration for works in dance? | Dancers and choreographers can use social issues as inspiration for works in dance. | Create and perform works that use social issues as inspiration. | [9.1.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22257" \t "_blank" \o "Describe and use knowledge of a  specific style within each art form  through a performance or exhibition  of a unique work.), [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.J](http://pdesas.org/Standard/StandardsBrowser" \l "22263" \t "_blank" \o "Apply traditional and contemporary  technologies for producing, performing  and exhibiting works in the arts or the  works of others.  Experiment with traditional  technologies (e.g., ceramic/wooden  tools, earthen clays, masks,  instruments, folk shoes, etchi) |
| 6 | How do dancers and choreographers use their personal experiences to communicate meaning in dance? | Works in dance can document an individual’s personal experience. | Analyze works in dance that document an individual’s personal experience. | [9.1.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22271" \t "_blank" \o "Explain works of others within each  art form through performance or  exhibition.) |
| 7 | How do dancers and choreographers use the experiences or a group of people to communicate meaning in dance? | Works in dance can document the experiences of a group of people. | Analyze works in dance that document the experiences of a group of people. | [9.1.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.1.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22271" \t "_blank" \o "Explain works of others within each  art form through performance or  exhibition.) |
| 8 | How do changes in technology influence artistic expression? | There are both traditional and contemporary technologies that people use to create, notate and perform dance. | Synthesize traditional and contemporary technologies to create a new work in dance. | [9.1.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| 9 | How do changes in technology influence artistic expression? | There are both traditional and contemporary technologies that people use to create, notate and perform dance. | Synthesize traditional and contemporary technologies to create a new work in dance. | [9.1.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| 10  11  12 | How do people continue to use tools, resources, experiences and skills to engage in dance throughout life? | People engage in dance throughout their lives. | Identify opportunities to continue to be involved in dance after graduation. | [9.1.12.I](http://pdesas.org/Standard/StandardsBrowser" \l "22286" \t "_blank" \o "Distinguish among a variety of  regional arts events and resources and  analyze methods of selection and  admission.) |

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| **Big Idea** | **Grade** | **Essential Questions** | **Concept** | **Competency** | **Standards** |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | K | How do people perform and describe dance? | People use a vocabulary of movement to perform and describe dance. | Use basic dance vocabulary to move and describe movement. | [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| 1 | How do people share ideas through dance? | People use a vocabulary of movement share ideas through dance. | Use more advanced dance vocabulary to perform and describe short movement sequences. | [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| 2 | How do people use ideas to create dance? | People use a vocabulary of movement to create dance. | Use dance vocabulary to create movement sequences. | [9.1.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| 3 | How are dances structured like stories? | Dances, like stories, have a beginning, middle and end. | Use dance vocabulary to create, notate, perform and describe movement sequences with a beginning, middle and end. | [9.1.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| 4 | How can people use dance and music to tell stories? | Movement can be combined with music to tell a story. | Create and perform dance that tells a story and write or choose music to enhance the story. | [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22259" \t "_blank" \o "Describe works of others through     performance or exhibition in two art  forms.) |
| 5 | How can people use dance and visual art to tell stories? | Movement can be combined with visual art to tell a story. | Create or choose a work of visual art and choreograph and perform a dance that tells a story related to the artwork. | [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22259" \t "_blank" \o "Describe works of others through     performance or exhibition in two art  forms.) |
| 6 | How can dance reflect personal philosophy? | Works in dance can be used to communicate a personal point of view or philosophy. | Choreograph, notate and perform dances with multiple movement phrases to communicate a point of view or philosophy. | [9.1.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).) |
| 7 | How can works in dance influence the way people think? | Works in dance can be used to influence points of view or philosophies. | Choreograph, notate and perform dances that attempt to influence the points of view or philosophies of others. | [9.1.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.4.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22387" \t "_blank" \o "Compare and contrast examples of  group and individual philosophical  meanings of works in the arts and  humanities (e.g., group discussions on  musical theatre versus the individual’s  concept of musical theatre).) |
| 8 | How do modern choreographers use movement? | Modern choreographers can use dance to communicate intent. | Critique several examples of modern dance, discussing the effect that the choreographers’ choices have on the overall work. | [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).) |
| 9 | How do modern choreographers use movement? | Modern choreographers can use dance to communicate intent. | Critique several examples of modern dance, discussing the effect that the choreographers’ choices have on the overall work. | [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).) |
| 10-12 | How do modern choreographers communicate intent? | Modern dance offers choreographers a chance to communicate intent through an unrestricted range of movement. | Choreograph, notate and perform a modern dance work, concentrating on communicating intent through movement. | [9.1.12.E](http://pdesas.org/Standard/StandardsBrowser" \l "22282" \t "_blank" \o "Delineate a unifying theme through  the production of a work of art that  reflects skills in media processes and  techniques.) |

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| **Big Idea** | **Grade** | **Essential Questions** | **Concept** | **Competency** | **Standards** |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | K | How do people use dance? | Many different types of dance have been used by people in American culture to celebrate events throughout history. | Explain how people in American culture have used dance to celebrate events throughout history. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22292" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22295" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 1 | How do people use dance? | Many different types of dance have been used by people in other cultures to celebrate events throughout history. | Explain how people in other cultures have used dance to celebrate events throughout history. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22292" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22295" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 2 | How is dance from different places different? | Dances from different cultures have different characteristics. | Describe the characteristics of dance from different cultures. | [9.2.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22293" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.3.D](http://pdesas.org/Standard/StandardsBrowser" \l "22294" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.3.J](http://pdesas.org/Standard/StandardsBrowser" \l "22300" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| 3 | Why are some dances unique to certain cultures? | There are dances that are unique to certain cultures. | Identify and describe dances that are unique to certain cultures. | [9.2.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22293" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.3.D](http://pdesas.org/Standard/StandardsBrowser" \l "22294" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.3.F](http://pdesas.org/Standard/StandardsBrowser" \l "22296" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.3.G](http://pdesas.org/Standard/StandardsBrowser" \l "22297" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.3.J](http://pdesas.org/Standard/StandardsBrowser" \l "22300" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| 4 | Why are some dances unique to certain time periods? | There are dances that are unique to certain time periods. | Identify and describe dances that are unique to certain time periods. | [9.2.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22306" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22307" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22308" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)) |
| 5 | How can dances from different cultures be both the same and different? | Dance forms can cross cultures. | Identify similarities in dances from different cultures. | [9.2.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22309" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22310" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.5.J](http://pdesas.org/Standard/StandardsBrowser" \l "22313" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.5.L](http://pdesas.org/Standard/StandardsBrowser" \l "22315" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| 6 | How can interpretation of movement change across cultures? | People of different cultures use movement to convey meaning. | Identify the purpose of cultural dance and decode the meaning of movement in various cultural dances. | [9.2.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22317" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22320" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.L](http://pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| 7 | How do works in dance reflect the time and place in which they are created? | Dance is a product of the time, culture, social climate and place in which it is created. | Identify the influence of historical, cultural, social and geographical contexts on different types of dance, including dances native to Pennsylvania and the mid-Atlantic region. | [9.2.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22317" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22324" \t "_blank" \o "Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.), [9.2.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22327" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).), [9.2.8.L](http://pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| 8 | How does dance reflect, as well as shape, culture? | Dance is both a reflection of the time, culture, social climate and place in which it is created and a way to change culture. | Compare and contrast two distinct works in dance from the same time period and explain how they were influenced by and how they influenced the culture, social climate and place in which they were created. | [9.2.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22320" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22323" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.2.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22327" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 9 | How does dance reflect, as well as shape, culture? | Dance is both a reflection of the time, culture, social climate and place in which it is created and a way to change culture. | Compare and contrast two distinct works in dance from the same time period and explain how they were influenced by and how they influenced the culture, social climate and place in which they were created. | [9.2.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22320" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22323" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.2.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22327" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 10-12 | How has technology changed the way people communicate? | Modern technological advances have increased communication between cultures, allowing elements of dance from different cultures to be used by people all over the world. | Synthesize elements of different cultural dance forms to create new, original works in dance. | [9.1.12.F](http://pdesas.org/Standard/StandardsBrowser" \l "22283" \t "_blank" \o "Analyze works of arts influenced by  experiences or historical and cultural  events through production,  performance or exhibition.), [9.1.12.J](http://pdesas.org/Standard/StandardsBrowser" \l "22287" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies for producing,  performing and exhibiting works in  the arts or the works of others.  Analyze traditional technologies  (e.g., acid printing, etching  methods, musical instruments,  co), [9.1.12.K](http://pdesas.org/Standard/StandardsBrowser" \l "22288" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies in furthering knowledge  and understanding in the humanities.), [9.2.12.E](http://pdesas.org/Standard/StandardsBrowser" \l "22334" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.12.K](http://pdesas.org/Standard/StandardsBrowser" \l "22340" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |

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| **Big Idea** | **Grade** | **Essential Questions** | **Concept** | **Competency** | **Standards** |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | K | How do people decide if a work in dance is good? | People make judgments about the quality of works in dance. | Recognize that people make judgments about the quality of works in dance. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ) |
| 1 | How do people decide if a work in dance is good? | People make judgments about the quality of works in dance based on certain criteria. | Recognize that people use various criteria to make judgments about the quality of works in dance. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ) |
| 2 | What do people use to decide if a work in dance is good? | People make judgments about the quality of works in dance based on certain criteria. | Identify basic criteria that people use to assess the quality of works in dance. | [9.3.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22346" \t "_blank" \o "Know classification skills with  materials and processes used to create  works in the arts (e.g., sorting and  matching textiles, musical chants,  television comedies).), [9.3.3.F](http://pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |
| 3 | How do people use artistic criticism? | People use models of criticism to determine the quality of works in dance. | Read, discuss and respond to different examples of artistic criticism. | [9.3.3.A](http://pdesas.org/Standard/StandardsBrowser" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.E](http://pdesas.org/Standard/StandardsBrowser" \l "22348" \t "_blank" \o "Recognize and identify types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.3.G](http://pdesas.org/Standard/StandardsBrowser" \l "22350" \t "_blank" \o "Know and demonstrate what a critic), [9.3.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.), [9.3.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| 4 | How do people use different models of criticism to determine the quality and value of works in dance? | There are different models of criticism that people use to determine the quality of works in dance. | Identify examples of formal, intuitive and contextual criticism. | [9.3.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22353" \t "_blank" \o "Describe works in the arts comparing  similar and contrasting characteristics  (e.g., staccato in Grieg’s In the Hall of  the Mountain King and in tap dance).), [9.3.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.), [9.3.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| 5 | How do people determine the quality and value of their own works? | People use specific models of criticism to determine the quality of their own works. | Describe own work using a vocabulary of critical analysis. | [9.3.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.) |
| 6 | How does critical analysis change the way we look at a work in dance? | People use critical processes to compare works in dance. | Compare own work to the works of others using a vocabulary of critical analysis. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.), [9.3.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22366" \t "_blank" \o "Compare and contrast critical positions  or opinions about selected works in the  arts and humanities (e.g., critic’s  review and comparison of Alvin  Ailey’s Revelations to Tchaikovsky’s  Swan Lake).) |
| 7 | How can we judge the quality of works that are very different from each other? | The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. | Compare the quality of two distinctly different dances using the three models of artistic criticism. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| 8 | How can we compare the quality of works that are very different? | The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. | Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| 9 | How can we compare the quality of works that are very different? | The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. | Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| 10-12 | How has technology changed the way people create, perform, archive and respond to dance? | Modern technologies have expanded the tools that dancers and choreographers use to create, perform, archive and respond to dance. | Use modern technology tools to create, perform, archive and respond to dance. | [9.3.12.A](http://pdesas.org/Standard/StandardsBrowser" \l "22368" \t "_blank" \o "Explain and apply the critical  examination processes of works in  the arts and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.12.C](http://pdesas.org/Standard/StandardsBrowser" \l "22370" \t "_blank" \o "Apply systems of classification for  interpreting works in the arts and  forming a critical response.), [9.3.12.D](http://pdesas.org/Standard/StandardsBrowser" \l "22371" \t "_blank" \o "Analyze and interpret works in the  arts and humanities from different  societies using culturally specific  vocabulary of critical response.) |
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| **Big Idea** | **Grade** | **Essential Questions** | **Concept** | **Competency** | **Standards** |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | K | How do people think about dance? | People have opinions about dance. | Talk about their opinions of various dances. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 1 | How do people talk about dance? | People talk about their opinions of dance. | Talk about their opinions of various dances using appropriate vocabulary. | [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 2 | How do different people talk about dance? | People have different opinions about dance. | Recognize that other people have different opinions about dance. | [9.4.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 3 | Why do people have different opinions about dance? | People have different opinions about dance, and different opinions can all be valid. | Articulate personal opinions of a work in dance and respond to the opinions of others using appropriate vocabulary. | [9.4.3.A](http://pdesas.org/Standard/StandardsBrowser" \l "22377" \t "_blank" \o "Know how to respond to a  philosophical statement about works in  the arts and humanities (e.g., ), [9.4.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 4 | How can choreographers and dancers use specific elements to affect an audience’s response to their work? | Choreographers and dancers choose specific elements to affect the way an audience experiences dance. | Identify specific elements of dance that can affect an audience’s response (setting, music, etc.). | [9.3.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22355" \t "_blank" \o "Compare similar and contrasting  important aspects of works in the arts  and humanities based on a set of  guidelines using a comprehensive  vocabulary of critical response.), [9.4.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22383" \t "_blank" \o "Investigate and communicate multiple  philosophical views about works in the  arts.), [9.4.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).), [9.4.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22385" \t "_blank" \o "Explain choices made regarding  media, technique, form, subject matter  and themes that communicate the  artist’s philosophy within a work in  the arts and humanities (e.g., selection  of stage lighting in Leonard  Bernstein) |
| 5 | How can choreographers and dancers make choices that affect an audience’s response to their work? | Choreographers and dancers make various choices that can affect the way an audience experiences dance. | Explain how a choreographer’s or dancer’s choices affect an audience’s response. | [9.3.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22355" \t "_blank" \o "Compare similar and contrasting  important aspects of works in the arts  and humanities based on a set of  guidelines using a comprehensive  vocabulary of critical response.), [9.4.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22383" \t "_blank" \o "Investigate and communicate multiple  philosophical views about works in the  arts.), [9.4.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).), [9.4.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22385" \t "_blank" \o "Explain choices made regarding  media, technique, form, subject matter  and themes that communicate the  artist’s philosophy within a work in  the arts and humanities (e.g., selection  of stage lighting in Leonard  Bernstein) |
| 6 | How can choreographers and dancers manipulate dance elements to convey meaning? | Choreographers and dancers can use themes and ideas associated with movement phrasing to convey meaning in dance. | Identify themes and ideas associated with movement phrasing and articulate how they convey meaning in dance. | [9.4.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |
| 7 | How can choreographers and dancers use multiple themes and ideas to convey meaning? | Choreographers and dancers can use multiple themes and ideas to convey meaning. | Choreograph, notate and perform dances that use multiple themes and ideas to convey meaning. | [9.4.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22388" \t "_blank" \o "Compare and contrast informed  individual opinions about the meaning  of works in the arts to others (e.g.,  debate philosophical opinions within a  listserve or at an artist’s website).), [9.4.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |
| 8 | How do choreographers manipulate setting in order to affect the way an audience responds to a work in dance? | Choreographers make choices about a work’s setting that affect how an audience responds to the work. | View a work that manipulates setting and analyze how the choreographer’s choices affected the audience’s response. | [9.4.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).) |
| 9 | How do choreographers manipulate setting in order to affect the way an audience responds to a work in dance? | Choreographers make choices about a work’s setting that affect how an audience responds to the work. | View a work that manipulates setting and analyze how the choreographer’s choices affected the audience’s response. | [9.4.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).) |
| 10-12 | How do choreographers and dancers challenge cultural norms? | Choreographers and dancers can use works in dance to communicate ideas that challenge cultural norms. | Analyze and create dance that attempts to question cultural norms. | [9.3.12.F](http://pdesas.org/Standard/StandardsBrowser" \l "22373" \t "_blank" \o "Analyze the processes of criticism used  to compare the meanings of a work in  the arts in both its own and present  time.), [9.4.12.A](http://pdesas.org/Standard/StandardsBrowser" \l "22392" \t "_blank" \o "Evaluate an individual’s philosophical  statement on a work in the arts and its  relationship to one’s own life based on  knowledge and experience.), [9.4.12.B](http://pdesas.org/Standard/StandardsBrowser" \l "22393" \t "_blank" \o "Describe and analyze the effects that  works in the arts have on groups,  individuals and the culture (e.g., Orson  Welles’ 1938 radio broadcast, War of  the Worlds).), [9.4.12.D](http://pdesas.org/Standard/StandardsBrowser" \l "22395" \t "_blank" \o "Analyze and interpret a philosophical  position identified in works in the arts  and humanities.) |

**PA Curriculum Framework for Dance**

**Grade Level Categorization**

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| K  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | What elements do people use to perform works in dance? | Dancers utilize levels, direction and time to perform and create works in dance. | Move in place and through space, paying attention to levels, direction and time. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do dancers use different movements and rhythms? | Dancers use their bodies to create and perform dance. | Perform and create dances and movement sequences that coordinate different body parts. | [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22245" \t "_blank" \o "Use knowledge of varied styles within  each art form through a performance  or exhibition of unique work.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How do people perform and describe dance? | People use a vocabulary of movement to perform and describe dance. | Use basic dance vocabulary to move and describe movement. | [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How do people use dance? | Many different types of dance have been used by people in American culture to celebrate events throughout history. | Explain how people in American culture have used dance to celebrate events throughout history. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22292" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22295" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How do people decide if a work in dance is good? | People make judgments about the quality of works in dance. | Recognize that people make judgments about the quality of works in dance. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How do people think about dance? | People have opinions about dance. | Talk about their opinions of various dances. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 1  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do people move to perform works in dance? | Dancers move in various pathways to perform and create works in dance. | Move in place and through space in various pathways. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | What do people use to create dance? | People use their personal experience to perform and create works in dance. | Perform and create dances that are based on events in their lives. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How do people share ideas through dance? | People use a vocabulary of movement share ideas through dance. | Use more advanced dance vocabulary to perform and describe short movement sequences. | [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How do people use dance? | Many different types of dance have been used by people in other cultures to celebrate events throughout history. | Explain how people in other cultures have used dance to celebrate events throughout history. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22292" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22295" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How do people decide if a work in dance is good? | People make judgments about the quality of works in dance based on certain criteria. | Recognize that people use various criteria to make judgments about the quality of works in dance. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How do people talk about dance? | People talk about their opinions of dance. | Talk about their opinions of various dances using appropriate vocabulary. | [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 2  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do people use their bodies to perform works in dance? | Dancers utilize various planes to perform and create works in dance. | Move in place and through space in longer movement sequences, paying attention to the various body planes. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do people communicate movement ideas? | Labanotation is a written language that people use to communicate movement ideas. | Identify basic symbols used in Labanotation. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How do people use ideas to create dance? | People use a vocabulary of movement to create dance. | Use dance vocabulary to create movement sequences. | [9.1.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How is dance from different places different? | Dances from different cultures have different characteristics. | Describe the characteristics of dance from different cultures. | [9.2.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22293" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.3.D](http://pdesas.org/Standard/StandardsBrowser" \l "22294" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.3.J](http://pdesas.org/Standard/StandardsBrowser" \l "22300" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | What do people use to decide if a work in dance is good? | People make judgments about the quality of works in dance based on certain criteria. | Identify basic criteria that people use to assess the quality of works in dance. | [9.3.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22346" \t "_blank" \o "Know classification skills with  materials and processes used to create  works in the arts (e.g., sorting and  matching textiles, musical chants,  television comedies).), [9.3.3.F](http://pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How do different people talk about dance? | People have different opinions about dance. | Recognize that other people have different opinions about dance. | [9.4.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 3  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | Why do dancers rehearse? | Dancers use the rehearsal process to practice and improve their dance skills. Document the rehearsal process and explain the effect it has on a dancer’s skills. | Document the rehearsal process and explain the effect it has on a dancer’s skills. | [9.1.3.A](http://pdesas.org/Standard/StandardsBrowser" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.G](http://pdesas.org/Standard/StandardsBrowser" \l "22248" \t "_blank" \o "Recognize the function of rehearsals  and practice sessions.), [9.1.3.H](http://pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do choreographers and dancers communicate with each other? | Labanotation is a written language used by choreographers and dancers to communicate movement sequences. | Choreograph a short piece/phrase utilizing basic Labanotation. | [9.1.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.E](http://pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How are dances structured like stories? | Dances, like stories, have a beginning, middle and end. | Use dance vocabulary to create, notate, perform and describe movement sequences with a beginning, middle and end. | [9.1.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | Why are some dances unique to certain cultures? | There are dances that are unique to certain cultures. | Identify and describe dances that are unique to certain cultures. | [9.2.3.C](http://pdesas.org/Standard/StandardsBrowser" \l "22293" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.3.D](http://pdesas.org/Standard/StandardsBrowser" \l "22294" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.3.F](http://pdesas.org/Standard/StandardsBrowser" \l "22296" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.3.G](http://pdesas.org/Standard/StandardsBrowser" \l "22297" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.3.J](http://pdesas.org/Standard/StandardsBrowser" \l "22300" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How do people use artistic criticism? | People use models of criticism to determine the quality of works in dance. | Read, discuss and respond to different examples of artistic criticism. | [9.3.3.A](http://pdesas.org/Standard/StandardsBrowser" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.E](http://pdesas.org/Standard/StandardsBrowser" \l "22348" \t "_blank" \o "Recognize and identify types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.3.G](http://pdesas.org/Standard/StandardsBrowser" \l "22350" \t "_blank" \o "Know and demonstrate what a critic), [9.3.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.), [9.3.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | Why do people have different opinions about dance? | People have different opinions about dance, and different opinions can all be valid. | Articulate personal opinions of a work in dance and respond to the opinions of others using appropriate vocabulary. | [9.4.3.A](http://pdesas.org/Standard/StandardsBrowser" \l "22377" \t "_blank" \o "Know how to respond to a  philosophical statement about works in  the arts and humanities (e.g., ), [9.4.3.B](http://pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 4  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do dancers and choreographers arrange ideas in dance? | Dancers and choreographers use transitions and choreographic structures to arrange ideas. | Choreograph, notate and perform dance that uses transitions and simple choreographic structures to arrange ideas. | [9.1.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22257" \t "_blank" \o "Describe and use knowledge of a  specific style within each art form  through a performance or exhibition  of a unique work.), [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.), [9.1.5.H](http://pdesas.org/Standard/StandardsBrowser" \l "22261" \t "_blank" \o "Use and maintain materials, equipment  and tools safely at work and  performance spaces.  Describe some materials used.  Describe issues of cleanliness  related to the arts.  Describe types of  mechanical/electrical equipment  usage.  Know how to work in selec), [9.1.5.J](http://pdesas.org/Standard/StandardsBrowser" \l "22263" \t "_blank" \o "Apply traditional and contemporary  technologies for producing, performing  and exhibiting works in the arts or the  works of others.  Experiment with traditional  technologies (e.g., ceramic/wooden  tools, earthen clays, masks,  instruments, folk shoes, etchi) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | What types of physical objects can serve as inspiration for works in dance? | Dancers and choreographers can use physical objects as inspiration for works in dance. | Create and perform dance that uses physical objects as inspiration. | None listed |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How can people use dance and music to tell stories? | Movement can be combined with music to tell a story. | Create and perform dance that tells a story and write or choose music to enhance the story. | [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22259" \t "_blank" \o "Describe works of others through     performance or exhibition in two art  forms.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | Why are some dances unique to certain time periods? | There are dances that are unique to certain time periods. | Identify and describe dances that are unique to certain time periods. | [9.2.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22306" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22307" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22308" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How do people use different models of criticism to determine the quality and value of works in dance? | There are different models of criticism that people use to determine the quality of works in dance. | Identify examples of formal, intuitive and contextual criticism. | [9.3.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22353" \t "_blank" \o "Describe works in the arts comparing  similar and contrasting characteristics  (e.g., staccato in Grieg’s In the Hall of  the Mountain King and in tap dance).), [9.3.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.), [9.3.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How can choreographers and dancers use specific elements to affect an audience’s response to their work? | Choreographers and dancers choose specific elements to affect the way an audience experiences dance. | Identify specific elements of dance that can affect an audience’s response (setting, music, etc.). | [9.3.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22355" \t "_blank" \o "Compare similar and contrasting  important aspects of works in the arts  and humanities based on a set of  guidelines using a comprehensive  vocabulary of critical response.), [9.4.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22383" \t "_blank" \o "Investigate and communicate multiple  philosophical views about works in the  arts.), [9.4.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).), [9.4.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22385" \t "_blank" \o "Explain choices made regarding  media, technique, form, subject matter  and themes that communicate the  artist’s philosophy within a work in  the arts and humanities (e.g., selection  of stage lighting in Leonard  Bernstein) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 5  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do dancers and choreographers learn and refine their skills? | Dancers and choreographers use a variety of movement qualities and characteristics to learn and study dance. | Choreograph, notate and perform dance that explores a variety of movement qualities and characteristics. | [9.1.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.), [9.1.5.H](http://pdesas.org/Standard/StandardsBrowser" \l "22261" \t "_blank" \o "Use and maintain materials, equipment  and tools safely at work and  performance spaces.  Describe some materials used.  Describe issues of cleanliness  related to the arts.  Describe types of  mechanical/electrical equipment  usage.  Know how to work in selec) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | What ideas or emotions can serve as inspiration for works in dance? | Dancers and choreographers can use social issues as inspiration for works in dance. | Create and perform works that use social issues as inspiration. | [9.1.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22257" \t "_blank" \o "Describe and use knowledge of a  specific style within each art form  through a performance or exhibition  of a unique work.), [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.J](http://pdesas.org/Standard/StandardsBrowser" \l "22263" \t "_blank" \o "Apply traditional and contemporary  technologies for producing, performing  and exhibiting works in the arts or the  works of others.  Experiment with traditional  technologies (e.g., ceramic/wooden  tools, earthen clays, masks,  instruments, folk shoes, etchi) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How can people use dance and visual art to tell stories? | Movement can be combined with visual art to tell a story. | Create or choose a work of visual art and choreograph and perform a dance that tells a story related to the artwork. | [9.1.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22259" \t "_blank" \o "Describe works of others through     performance or exhibition in two art  forms.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How can dances from different cultures be both the same and different? | Dance forms can cross cultures. | Identify similarities in dances from different cultures. | [9.2.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22309" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.5.G](http://pdesas.org/Standard/StandardsBrowser" \l "22310" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.5.J](http://pdesas.org/Standard/StandardsBrowser" \l "22313" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.5.L](http://pdesas.org/Standard/StandardsBrowser" \l "22315" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How do people determine the quality and value of their own works? | People use specific models of criticism to determine the quality of their own works. | Describe own work using a vocabulary of critical analysis. | [9.3.5.A](http://pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.E](http://pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How can choreographers and dancers make choices that affect an audience’s response to their work? | Choreographers and dancers make various choices that can affect the way an audience experiences dance. | Explain how a choreographer’s or dancer’s choices affect an audience’s response. | [9.3.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22355" \t "_blank" \o "Compare similar and contrasting  important aspects of works in the arts  and humanities based on a set of  guidelines using a comprehensive  vocabulary of critical response.), [9.4.5.B](http://pdesas.org/Standard/StandardsBrowser" \l "22383" \t "_blank" \o "Investigate and communicate multiple  philosophical views about works in the  arts.), [9.4.5.C](http://pdesas.org/Standard/StandardsBrowser" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).), [9.4.5.D](http://pdesas.org/Standard/StandardsBrowser" \l "22385" \t "_blank" \o "Explain choices made regarding  media, technique, form, subject matter  and themes that communicate the  artist’s philosophy within a work in  the arts and humanities (e.g., selection  of stage lighting in Leonard  Bernstein) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 6  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | Why are reflection and revision necessary to the process of art-making? | The process of reflection and revision help dancers and choreographers to improve their works. | Document the process of reflection and revision while choreographing and rehearsing works in dance. | [9.1.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22272" \t "_blank" \o "Explain the function and benefits of  rehearsal and practice sessions.), [9.1.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do dancers and choreographers use their personal experiences to communicate meaning in dance? | Works in dance can document an individual’s personal experience. | Analyze works in dance that document an individual’s personal experience. | [9.1.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22271" \t "_blank" \o "Explain works of others within each  art form through performance or  exhibition.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How can dance reflect personal philosophy? | Works in dance can be used to communicate a personal point of view or philosophy. | Choreograph, notate and perform dances with multiple movement phrases to communicate a point of view or philosophy. | [9.1.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How can interpretation of movement change across cultures? | People of different cultures use movement to convey meaning. | Identify the purpose of cultural dance and decode the meaning of movement in various cultural dances. | [9.2.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22317" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22320" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.L](http://pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How does critical analysis change the way we look at a work in dance? | People use critical processes to compare works in dance. | Compare own work to the works of others using a vocabulary of critical analysis. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.), [9.3.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22366" \t "_blank" \o "Compare and contrast critical positions  or opinions about selected works in the  arts and humanities (e.g., critic’s  review and comparison of Alvin  Ailey’s Revelations to Tchaikovsky’s  Swan Lake).) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How can choreographers and dancers manipulate dance elements to convey meaning? | Choreographers and dancers can use themes and ideas associated with movement phrasing to convey meaning in dance. | Identify themes and ideas associated with movement phrasing and articulate how they convey meaning in dance. | [9.4.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 7  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do dancers and choreographers use different musical rhythms and genres to create works in dance? | Dancers and choreographers use various musical rhythms and genres to create, notate, and perform dance. | Choreograph, notate, and perform dances for flexible groups with multiple movement phrases using various musical rhythms and genres. | [9.1.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22269" \t "_blank" \o "Demonstrate knowledge of at least two  styles within each art form through  performance or exhibition of unique  works.), [9.1.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do dancers and choreographers use the experiences or a group of people to communicate meaning in dance? | Works in dance can document the experiences of a group of people. | Analyze works in dance that document the experiences of a group of people. | [9.1.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.1.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22271" \t "_blank" \o "Explain works of others within each  art form through performance or  exhibition.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How can works in dance influence the way people think? | Works in dance can be used to influence points of view or philosophies. | Choreograph, notate and perform dances that attempt to influence the points of view or philosophies of others. | [9.1.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.4.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22387" \t "_blank" \o "Compare and contrast examples of  group and individual philosophical  meanings of works in the arts and  humanities (e.g., group discussions on  musical theatre versus the individual’s  concept of musical theatre).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How do works in dance reflect the time and place in which they are created? | Dance is a product of the time, culture, social climate and place in which it is created. | Identify the influence of historical, cultural, social and geographical contexts on different types of dance, including dances native to Pennsylvania and the mid-Atlantic region. | [9.2.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22317" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22324" \t "_blank" \o "Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.), [9.2.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22327" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).), [9.2.8.L](http://pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How can we judge the quality of works that are very different from each other? | The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. | Compare the quality of two distinctly different dances using the three models of artistic criticism. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How can choreographers and dancers use multiple themes and ideas to convey meaning? | Choreographers and dancers can use multiple themes and ideas to convey meaning. | Choreograph, notate and perform dances that use multiple themes and ideas to convey meaning. | [9.4.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22388" \t "_blank" \o "Compare and contrast informed  individual opinions about the meaning  of works in the arts to others (e.g.,  debate philosophical opinions within a  listserve or at an artist’s website).), [9.4.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 8  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do dancers and choreographers use the elements of space, time and energy to create works in dance? | Dancers and choreographers use elements of space, time and energy to create, notate, and perform dance. | Choreograph, notate and perform complex dance sequences in various forms using elements of space, time and energy. | [9.1.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22269" \t "_blank" \o "Demonstrate knowledge of at least two  styles within each art form through  performance or exhibition of unique  works.), [9.1.8.H](http://pdesas.org/Standard/StandardsBrowser" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do changes in technology influence artistic expression? | There are both traditional and contemporary technologies that people use to create, notate and perform dance. | Synthesize traditional and contemporary technologies to create a new work in dance. | [9.1.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How do modern choreographers use movement? | Modern choreographers can use dance to communicate intent. | Critique several examples of modern dance, discussing the effect that the choreographers’ choices have on the overall work. | [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How does dance reflect, as well as shape, culture? | Dance is both a reflection of the time, culture, social climate and place in which it is created and a way to change culture. | Compare and contrast two distinct works in dance from the same time period and explain how they were influenced by and how they influenced the culture, social climate and place in which they were created. | [9.2.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22320" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22323" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.2.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22327" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How can we compare the quality of works that are very different? | The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. | Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How do choreographers manipulate setting in order to affect the way an audience responds to a work in dance? | Choreographers make choices about a work’s setting that affect how an audience responds to the work. | View a work that manipulates setting and analyze how the choreographer’s choices affected the audience’s response. | [9.4.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 9  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do choreographers manipulate setting in order to affect the way an audience responds to a work in dance? | Choreographers make choices about a work’s setting that affect how an audience responds to the work. | View a work that manipulates setting and analyze how the choreographer’s choices affected the audience’s response. | [9.4.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do changes in technology influence artistic expression? | There are both traditional and contemporary technologies that people use to create, notate and perform dance. | Synthesize traditional and contemporary technologies to create a new work in dance. | [9.1.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How do modern choreographers use movement? | Modern choreographers can use dance to communicate intent. | Critique several examples of modern dance, discussing the effect that the choreographers’ choices have on the overall work. | [9.1.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How does dance reflect, as well as shape, culture? | Dance is both a reflection of the time, culture, social climate and place in which it is created and a way to change culture. | Compare and contrast two distinct works in dance from the same time period and explain how they were influenced by and how they influenced the culture, social climate and place in which they were created. | [9.2.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22320" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.G](http://pdesas.org/Standard/StandardsBrowser" \l "22323" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.8.I](http://pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.2.8.J](http://pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).), [9.2.8.K](http://pdesas.org/Standard/StandardsBrowser" \l "22327" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How can we compare the quality of works that are very different? | The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. | Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism. | [9.3.8.A](http://pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.B](http://pdesas.org/Standard/StandardsBrowser" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.3.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).), [9.3.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How do choreographers manipulate setting in order to affect the way an audience responds to a work in dance? | Choreographers make choices about a work’s setting that affect how an audience responds to the work. | View a work that manipulates setting and analyze how the choreographer’s choices affected the audience’s response. | [9.4.8.C](http://pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).) |

| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
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| 10-12  Dance | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | How do dancers and choreographers use a variety of styles to create original works in dance? | Dancers and choreographers use a variety of styles to choreograph, stage and perform original works in dance. | Independently choreograph, stage and perform an original work in dance that synthesizes a variety of styles. | [9.1.12.A](http://pdesas.org/Standard/StandardsBrowser" \l "22278" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.12.B](http://pdesas.org/Standard/StandardsBrowser" \l "22279" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.12.C](http://pdesas.org/Standard/StandardsBrowser" \l "22280" \t "_blank" \o "Integrate and apply advanced  vocabulary to the arts forms.), [9.1.12.D](http://pdesas.org/Standard/StandardsBrowser" \l "22281" \t "_blank" \o "Demonstrate specific styles in  combination through the production  or performance of a unique work of  art (e.g., a dance composition that  combines jazz dance and African  dance).), [9.1.12.H](http://pdesas.org/Standard/StandardsBrowser" \l "22285" \t "_blank" \o "Incorporate the effective and safe use  of materials, equipment and tools into  the production of works in the arts at  work and performance spaces.  Evaluate the use and applications  of materials.  Evaluate issues of cleanliness  related to the arts.  Evalua) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | How do people continue to use tools, resources, experiences and skills to engage in dance throughout life? | People engage in dance throughout their lives. | Identify opportunities to continue to be involved in dance after graduation. | [9.1.12.I](http://pdesas.org/Standard/StandardsBrowser" \l "22286" \t "_blank" \o "Distinguish among a variety of  regional arts events and resources and  analyze methods of selection and  admission.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | How do modern choreographers communicate intent? | Modern dance offers choreographers a chance to communicate intent through an unrestricted range of movement. | Choreograph, notate and perform a modern dance work, concentrating on communicating intent through movement. | [9.1.12.E](http://pdesas.org/Standard/StandardsBrowser" \l "22282" \t "_blank" \o "Delineate a unifying theme through  the production of a work of art that  reflects skills in media processes and  techniques.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | How has technology changed the way people communicate? | Modern technological advances have increased communication between cultures, allowing elements of dance from different cultures to be used by people all over the world. | Synthesize elements of different cultural dance forms to create new, original works in dance. | [9.1.12.F](http://pdesas.org/Standard/StandardsBrowser" \l "22283" \t "_blank" \o "Analyze works of arts influenced by  experiences or historical and cultural  events through production,  performance or exhibition.), [9.1.12.J](http://pdesas.org/Standard/StandardsBrowser" \l "22287" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies for producing,  performing and exhibiting works in  the arts or the works of others.  Analyze traditional technologies  (e.g., acid printing, etching  methods, musical instruments,  co), [9.1.12.K](http://pdesas.org/Standard/StandardsBrowser" \l "22288" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies in furthering knowledge  and understanding in the humanities.), [9.2.12.E](http://pdesas.org/Standard/StandardsBrowser" \l "22334" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.12.K](http://pdesas.org/Standard/StandardsBrowser" \l "22340" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | How has technology changed the way people create, perform, archive and respond to dance? | Modern technologies have expanded the tools that dancers and choreographers use to create, perform, archive and respond to dance. | Use modern technology tools to create, perform, archive and respond to dance. | [9.3.12.A](http://pdesas.org/Standard/StandardsBrowser" \l "22368" \t "_blank" \o "Explain and apply the critical  examination processes of works in  the arts and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.12.C](http://pdesas.org/Standard/StandardsBrowser" \l "22370" \t "_blank" \o "Apply systems of classification for  interpreting works in the arts and  forming a critical response.), [9.3.12.D](http://pdesas.org/Standard/StandardsBrowser" \l "22371" \t "_blank" \o "Analyze and interpret works in the  arts and humanities from different  societies using culturally specific  vocabulary of critical response.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | How do choreographers and dancers challenge cultural norms? | Choreographers and dancers can use works in dance to communicate ideas that challenge cultural norms. | Analyze and create dance that attempts to question cultural norms. | [9.3.12.F](http://pdesas.org/Standard/StandardsBrowser" \l "22373" \t "_blank" \o "Analyze the processes of criticism used  to compare the meanings of a work in  the arts in both its own and present  time.), [9.4.12.A](http://pdesas.org/Standard/StandardsBrowser" \l "22392" \t "_blank" \o "Evaluate an individual’s philosophical  statement on a work in the arts and its  relationship to one’s own life based on  knowledge and experience.), [9.4.12.B](http://pdesas.org/Standard/StandardsBrowser" \l "22393" \t "_blank" \o "Describe and analyze the effects that  works in the arts have on groups,  individuals and the culture (e.g., Orson  Welles’ 1938 radio broadcast, War of  the Worlds).), [9.4.12.D](http://pdesas.org/Standard/StandardsBrowser" \l "22395" \t "_blank" \o "Analyze and interpret a philosophical  position identified in works in the arts  and humanities.) |