

**Arkansas  
Fine Arts Theatre and Dance  
Curriculum Framework**

Arkansas Department of Education

# Arkansas Dance Curriculum Framework

## Introduction

**Strand 1: Basic Elements of Movement**

**Strand 2: Arts in Civilization**

**Strand 3: Artistic Communications**

All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

## Introduction

Dance has existed since the beginning of time as a means of worship, a method of socialization, an expression of feelings, a form of physical activity, and a universal method of communication. Dance has traditionally been a means of passing on the culture of nations from one generation to the next.

In our contemporary educational system, dance should continue to be an integral part of the total school program. To provide a complete dance education, students should be given the opportunity to learn about dance through a sequential curriculum which provides experiences in the history of dance, the creative process, the motion of the various dance styles, and the language of dance. Dance needs to be related to the other arts and to the total educational program. When these opportunities are provided regularly, the development of an appreciation of dance as both a lifetime recreational activity as well as an art form will occur.

Dance in the K-12 curriculum should provide an atmosphere for students to develop self-esteem and become knowledgeable and accepting of their own instrument (their bodies). Dance should provide an environment for children to become more confident of their communication skills by using their instrument for self expression.

## **Strand 1: Basic Elements of Movement**

### **Content Standard 1:**

Students will understand, explore and demonstrate dance as an art form through its basic elements of body movement.

### **Student Learning Expectations**

#### **Grades K-4**

- 1.1.1. Identify necessary precautions and limitations to avoid injury.
- 1.1.2. Recognize and move body parts (or parts of body) and joints (isolated and in combination).
- 1.1.3. Control body movement in self (personal) space and shared space.
- 1.1.4. Balance on and off center and demonstrate proper alignment.
- 1.1.5. Experiment with breathing and how it affects movement.
- 1.1.6. Practice basic axial movements (bending, turning, stretching, jumping, swinging, swaying, shaking, twisting, sitting, kneeling, lying down, pushing, pulling, rising, falling, kicking, balancing).
- 1.1.7. Demonstrate beginning dance technique (Dance Warm-ups, Improvisations, and Choreography and Ballet Terminology--see Glossary).
- 1.1.8. Flex, extend and rotate body parts.
- 1.1.9. Develop a kinesthetic awareness.

#### **Grades 5-8**

- 1.1.10. Practice necessary precautions and limitations to avoid injury.
- 1.1.11. Move parts of the body in more complex sequences (such as oppositional).
- 1.1.12. Enhance body control and expand movement in self space and shared space.
- 1.1.13. Refine counter balancing.
- 1.1.14. Explore contractions/releases and falls/recovery through breathing techniques.
- 1.1.15. Combine a wide variety of axial movements.
- 1.1.16. Demonstrate dance technique for development of dance form aba. (See Glossary)
- 1.1.17. Increase capacity to flex, extend, and rotate parts of the body.

#### **Grades 9-12**

- 1.1.18. Identify and practice necessary precautions and limitations to avoid injury.
- 1.1.19. Refine develop muscular control.

- 1.1.20. Improve coordination.
- 1.1.21. Increase flexibility.
- 1.1.22. Develop endurance.

**Content Standard 2:**

Students will understand, explore, and demonstrate dance as an art form through its basic element of locomotor movement.

**Student Learning Expectations**

**Grades K-4**

- 1.2.1. Recognize and demonstrate locomotor movements.
- 1.2.2. Combine locomotor and non-locomotor movements into short dance patterns.
- 1.2.3. Lead movements to be performed by group or partner (mirroring and following).

**Grades 5-8**

- 1.2.4. Create and perform complex sequences using locomotor and non-locomotor movements.
- 1.2.5. Perform and demonstrate learned sequences of locomotor patterns.

**Grades 9-12**

- 1.2.6. Demonstrate advanced sequences of locomotor and non-locomotor movement.
- 1.2.7. Compose and perform a sequence of locomotor and non-locomotor movements experimenting with weight, direction, level, and tempo changes.

**Content Standard 3:**

Students will understand, explore and demonstrate dance as an art form through its basic element of time.

**Student Learning Expectations**

**Grades K-4**

- 1.3.1. Recognize and move to the pulse.
- 1.3.2. Identify and move to rhythmic patterns (children's names, simple poems, games).
- 1.3.3. Learn and move to accents and meters (2/4, 3/4, 4/4).
- 1.3.4. Move to the musical/dance concepts of slow/fast, gradual/sudden, short/long.

- 1.3.5. Experiment with simple percussion instruments.
- 1.3.6. Participate in movement activities utilizing simple props (ribbons, balls, lummi sticks, tinikling poles, hoops, clubs) while moving to the pulse.
- 1.3.7. Create rhythmic movement patterns.

#### **Grades 5-8**

- 1.3.8. Explore and move to various rhythmic patterns.
- 1.3.9. Identify and move with acceleration and deceleration.
- 1.3.10. Accompany their own movement sequence or that of others using an instrument of their choice.
- 1.3.11. Accompany their own movement sequence or that of others using vocal sounds.
- 1.3.12. Combine the use of instruments and voice to accompany a movement sequence.
- 1.3.13. Compose a simple music phrase and create a corresponding dance phrase.
- 1.3.14. Utilize props while moving to the pulse.
- 1.3.15. Identify and move to music having more complex meters such as 6/8, 7/4, 5/4, 9/8, 12/8.

#### **Grades 9-12**

- 1.3.16. Identify and move to more advanced or changing meters in music.
- 1.3.17. Choreograph a dance phrase. Compose a musical phrase to complement it.
- 1.3.18. Reverse the previous process.
- 1.3.19. Combine meters.
- 1.3.20. Demonstrate proficiency at moving to the pulse using props.
- 1.3.21. Display a clear sense of rhythm and timing when moving in complex combinations.
- 1.3.22. Demonstrate precision of timing on entrances and exits.

#### **Content Standard 4**

Students will understand, explore, and demonstrate dance as an art form through its basic element of space.

#### **Student Learning Expectations**

##### **Grades K-4**

- 1.4.1. Control body movement in general and personal space.
- 1.4.2. Move the whole body in various directions (forward, backward, sideways, diagonally, right and left, on three levels--low, middle, and high).

- 1.4.3. Move isolated body parts in various directions and levels.
- 1.4.4. Perform locomotor movements in simple floor patterns (straight lines, curved lines, circles, squares, figure eights).
- 1.4.5. Practice a range of body movements in personal space.
- 1.4.6. Demonstrate body shapes in lines, angles, and curves--symmetrically and asymmetrically.
- 1.4.7. Demonstrate body shapes in pantomimic representation.
- 1.4.8. Create patterns in the air and on the floor individually and with partners.
- 1.4.9. Demonstrate directional facings with partners (front, side, back).
- 1.4.10. Demonstrate directional facings with partners (front to front, side to side, front to back).

### **Grades 5-8**

- 1.4.11. Perform combinations of locomotor and axial movements in simple floor patterns.
- 1.4.12. Experiment with spatial and body design while moving through near, middle, and far reach space.
- 1.4.13. Invent body shapes in line, angle, and curves while moving through simple floor patterns.
- 1.4.14. Demonstrate body shapes using energy concepts.
- 1.4.15. Express a pantomimic sequence of movements (a flower blooming).
- 1.4.16. Demonstrate directional changes working in groups.
- 1.4.17. Learn stage directions (upstage, downstage, stage right, stage left).
- 1.4.18. Perform combinations of locomotor and axial movements in complex floor patterns.
- 1.4.19. Refine spatial and body designs using near, middle, and far reach space.
- 1.4.20. Demonstrate body shapes while moving through complex floor patterns.
- 1.4.21. Create movement sequences based on vertical and horizontal, saggital planes.
- 1.4.22. Create short dance studies using spatial concepts.
- 1.4.23. Identify positive and negative space.
- 1.4.24. Use traditional, non-traditional, and environmental performance spaces in various compositions.

### **Grades 9-12**

- 1.4.25. Compose and perform more complex dance studies using spatial concepts.
- 1.4.26. Compose and perform advanced combinations with complex floor patterns.
- 1.4.27. Use positive and negative space in group compositions.

## **Content Standard 5**

Students will understand, explore, and demonstrate dance as an art form through its basic element of energy/force/dynamics.

### **Student Learning Expectations**

#### **Grades K-4**

- 1.5.1. Identify and demonstrate movements with varying degrees of energy (bound/free, direct/indirect, quick/slow, firm/fine, heavy/light).
- 1.5.2. Recognize and demonstrate simple movement phrases using basic energy contrast (still/active, soft/hard, strong/light, weak/strong, sharp/fluid).
- 1.5.3. Explore various ways to feel and move using imagery (sticky, slithery, sparkly, buzzy).

#### **Grades 5-8**

- 1.5.4. Develop simple movement phrases utilizing various energy concepts.
- 1.5.5. Identify and demonstrate movement qualities such as percussive/sustained, vibratory/swinging.
- 1.5.6. Demonstrate movement qualities with increased variety of energy dynamics (tension/relaxation, suspension/release).
- 1.5.7. Explore use of various dynamics to create contrasting moods.
- 1.5.8. Apply energy concepts to connect dance phrases.
- 1.5.9. Continue the use of energy concepts as choreographic tools and create more complex movement studies.
- 1.5.10. Continue to develop and refine skills necessary to project movement through the manipulation of energy concepts.

#### **Grades 9-12**

- 1.5.11. Enhance skills necessary to perform a variety of energy concepts.
- 1.5.12. Demonstrate the ability to utilize energy concepts in more advanced compositions.
- 1.5.13. Explore ways in which energy concepts are combined and arranged to define style (ballet, ethnic, modern).
- 1.5.14. Continue to develop and refine skills necessary to project movement through the use of energy concepts and qualities of movement.

## **Strand 2: Arts in Civilization**

### **Content Standard 1**

Students will understand the historical development of dance and its relationship to various cultures.

#### **Grades K-4**

- 2.1.1. Understand that dance has a role and purpose in the life of various cultures.
- 2.1.2. Distinguish among forms of theatre dance (ballet, modern tap, jazz,).
- 2.1.3. Experience dance from other cultures.
- 2.1.4. Know and apply proper concert etiquette.
- 2.1.5. Demonstrate appropriate listening, observing and behavior skills as an audience.

#### **Grades 5-8**

- 2.1.6. Demonstrate knowledge of the sequential development of dance through history.
- 2.1.7. Examine cultural dance heritages.
- 2.1.8. Experience the dance of another culture.
- 2.1.9. Experience concert forms of dance.
- 2.1.10. Know and practice proper audience/concert etiquette.

#### **Grades 9-12**

- 2.1.11. Recognize dance as an index to the artistic and social values of civilization (i.e., celebration, ceremony, entertainment, prosperity, socialization, health/fitness, education, communication).
- 2.1.12. Expand knowledge of the sequential development of dance through history.
- 2.1.13. Examine in greater detail cultural dance heritages.
- 2.1.14. Experience the dances of other cultures.
- 2.1.15. Experience a variety of concert forms of dance.
- 2.1.16. Demonstrate appropriate audience/concert etiquette.

### **Strand 3: Artistic Communications**

#### **Content Standard 1**

Students will organize choices to express and communicate various ideas or themes.

#### **Grades K-4**

- 3.1.1. Plan and organize movement through exploration of imagination, feelings, and stories.
- 3.1.2. Share creative movement with others.

#### **Grades 5-8**

- 3.1.3. Demonstrate the ability to move spontaneously to various stimuli.
- 3.1.4. Relate movement to feelings, ideas, and needs.
- 3.1.5. Successfully solve a group movement assignment using non-verbal stimuli.

#### **Grades 9-12**

- 3.1.6. Solve movement problems in aba form in weak and strong areas of the stage. (See Glossary)
- 3.1.7. Create movement studies utilizing knowledge of compositional forms (canon, rondo).

#### **Content Standard 2**

Students will participate in performance.

### **Student Learning Expectations**

#### **Grades K-4**

- 3.2.2. Regardless of ability share short movement phrases in solo, duet, and small ensembles.
- 3.2.3. Complete assigned production duties in conjunction with performance.

#### **Grades 5-8**

- 3.2.4. Develop proficiency in ensemble performance and understand importance of individual contribution.
- 3.2.5. Complete assigned production duties in conjunction with performance.

#### **Grades 9-12**

- 3.2.6. Perform a complete dance work with strong concentration, focus, appropriate energy levels, and etiquette.
- 3.2.7. Demonstrate commitment to ensemble in rehearsal and performance.

- 3.2.8. Achieve a high level of accuracy and interpretation.
- 3.2.9 Complete assigned production duties in conjunction with performance.

### **Content Standard 3**

Students will be able to discuss and analyze movement and dance.

### **Student Learning Expectations**

#### **Grades K-4**

- 3.3.1. Understand and use a basic vocabulary of dance.
- 3.3.2. Solve movement problems and discuss movement choices.
- 3.3.3. Communicate reflections of dance experiences by speaking, writing, moving, or other means.

#### **Grades 5-8**

- 3.3.4. Demonstrate proficiency in the use and application of the vocabulary of dance.
- 3.3.5. Compare and contrast dance forms.
- 3.3.6. Compare and contrast dance performances.

#### **Grades 9-12**

- 3.3.7. Demonstrate and use advanced dance terminology.
- 3.3.8. Acquire a knowledge of positive and constructive feedback.
- 3.3.9. Critique a dance performance.
- 3.3.10. Exhibit a proficiency in critiquing skills.

# Arkansas Theatre Curriculum Framework

**Strand 1:**  
Creating

**Strand 2:**  
Reading

**Strand 3:**  
Evaluating

All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

## **Strand 1: Creating**

### **Content Standard 1**

Students will participate in activities that develop the creative process in theatre involving script writing, sensory-awareness, analyzing, designing, and planning.

### **Student Learning Expectations**

#### **Grades K-4**

- 1.1.1 Begin to be oriented to others as well as self.
- 1.1.2 Explore self-expression through theatrical performance.
- 1.1.3 Explore appropriate terminology to develop theatre vocabulary.
- 1.1.4 Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue.
- 1.1.5 Utilize the five senses and expand levels of awareness of sensory choices in creating dramatizations.
- 1.1.6 Demonstrate the vocalization process using vocal characteristics: quality, pitch, rate, projection, and phrasing.
- 1.1.7 Collaborate to select interrelated characters, environments, and situations for script-writing.
- 1.1.8 Select movement, music, and visual elements to enhance the mood of a dramatization.
- 1.1.9 Introduce a dramatic story line that includes a beginning, middle, and end.
- 1.1.10 Explore relationships between visual arts and performing arts.
- 1.1.11 Select and safely organize available materials that suggest scenery, properties, costumes and make-up.
- 1.1.12 Explore technology to create, revise and produce dramatizations.

#### **Grades 5-8**

- 1.1.13 Acknowledge the points of view of others.
- 1.1.14 Explore empathy for the characters in the literature.

- 1.1.15 Develop self-expression through theatre performances.
- 1.1.16 Use appropriate terminology to develop theatre vocabulary.
- 1.1.17 Refine and record dialogue and action.
- 1.1.18 Use improvisation and play writing to communicate ideas and feelings.
- 1.1.19 Demonstrate sensory recall in pantomime activities and in reacting experiences.
- 1.1.20 Exhibit a practical knowledge of effective vocalization.
- 1.1.21 Lead small groups in planning visual and aural elements.
- 1.1.22 Rehearse improvised and scripted scenes to demonstrate social skills.
- 1.1.23 Use movement, music, and visual elements to enhance the mood of the dramatization.
- 1.1.24 Explore the structure of dramatic literature (i.e., exposition, points of attack, rising action, climax, falling action, denouement.)
- 1.1.25 Incorporate elements of dance, music video, and visual arts to express ideas and emotions in improvised and scripted scenes.
- 1.1.26 Create properties, scenery, costumes, lighting, sound and make-up through individual and group effort.
- 1.1.27 Use technology to create, revise, and produce dramatizations.

#### **Grades 9-12**

- 1.1.28 Exhibit comprehension of and sensitivity to cultural diversity through peer response.
- 1.1.29 Extrapolate empathy for the characters in the literature.
- 1.1.30 Expand appropriate terminology to develop theatre vocabulary.
- 1.1.31 Create playwriting, technical, and performance projects.
- 1.1.32 Explain the consequences of a character's behavior and suggest motives and feelings.
- 1.1.33 Become aware of the senses through imaginary environments in dramatic activities.
- 1.1.34 Recognize and cultivate a strong and flexible stage voice.
- 1.1.35 Recognize the varied qualities of regional dialects.
- 1.1.36 Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.
- 1.1.37 Develop movement, music, and visual elements to enhance the mood of the dramatization.
- 1.1.38 Develop characters, environments, and actions individually and in groups to create tension and suspense.
- 1.1.39 Develop designs that use visual and aural elements to convey environments that clearly support the text.
- 1.1.40 Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama.
- 1.1.41 Design coherent stage management, promotional, and business plans.
- 1.1.42 Expand the use of technology to create, revise, and produce dramatizations.
- 1.2.43 Experiment with creative choices by taking risks and appreciating risk-taking in others.

## **Strand 2: Reading**

### **Content Standard**

Students will participate in activities that develop the performance process in theatre involving researching, acting, directing, designing, constructing, and responding.

### **Grades K-4**

- 2.1.1 Use intrapersonal and interpersonal skills to develop self confidence.
- 2.1.2 Demonstrate listening, observing, focusing, and concentration skills.
- 2.1.3 Apply skills learned through the dramatic process to other subject areas.
- 2.1.4 Introduce the historical development of theatre.
- 2.1.5 Identify comedy, tragedy, melodrama, and musicals.
- 2.1.6 Distinguish between real life and fantasy.
- 2.1.7 Explain how characters are similar to and different from the students' own culture.
- 2.1.8 Communicate information to peers about characters, people, events, time and place related to classroom dramatizations.
- 2.1.9 Use thinking and problem-solving strategies to plan and rehearse scenes collaboratively for performance.
- 2.1.10 Explore the world of work in drama related careers.
- 2.1.11 Use gesture, movement, and facial expression to communicate a story.
- 2.1.12. Imitate experiences through pantomime, storytelling, and role playing.
- 2.1.13 Use voice effectively to communicate ideas and feelings.
- 2.1.14 Perform proper stage techniques (i.e., crosses, turns, gestures, entrances, and exits).
- 2.1.15 Exhibit an understanding of the audition and rehearsal process.
- 2.1.16 Understand the role of the director.
- 2.1.17 Demonstrate appropriate listening, observing, and behavior skills for a theatre audience.

### **Grades 5-8**

- 2.1.18 Use intrapersonal and interpersonal skills to develop self confidence.
- 2.1.19 Demonstrate listening, observing, focusing, and concentration skills.
- 2.1.20 Apply skills learned through the dramatic process to other subject areas.
- 2.1.21 Identify significant time periods in theatre history including major people and events.
- 2.1.22 Distinguish types of acting roles.
- 2.1.23 Interact with others in acting real life or fantasy problems or resolutions.

- 2.1.24 Explore how and where drama is used in the community and observe social relationships.
- 2.1.25 Explain why similar subjects and ideas are reexamined in different cultures and time periods.
- 2.1.26 Use thinking and problem solving strategies to resolve problems in stories and situations through improvisation.
- 2.1.27 Demonstrates appreciation of human achievements in the arts as a specific field of endeavor.
- 2.1.28 Respond in movement to a variety of images provided by sounds, music, poetry, story, and pictures.
- 2.1.29 Dramatize roles and events beyond personal experience.
- 2.1.30 Use the vocal mechanism to project voice audibly and clearly in various performance settings.
- 2.1.31 Refine proper stage techniques (i.e., crosses, turns, gestures, entrances, and exits).
- 2.1.32 Develop audition material and skills and understand the rehearsal process.
- 2.1.33 Demonstrate an understanding of the responsibilities of a director.
- 2.1.34 Demonstrate good citizenship and function as positive members of a theatre audience.
- 2.1.35 Use intrapersonal and interpersonal skills to develop self confidence.
- 2.1.36 Demonstrate listening, observing, focusing, and concentration skills.
- 2.1.37 Apply skills learned through the dramatic process to other subject areas.
- 2.1.38 Research and present projects representing the span of theatre history and dramatic literature.
- 2.1.39 Distinguish types of acting roles and theories of acting based on research.
- 2.1.40 Build relationships between and among characters that lead to a seeming inevitable resolution.
- 2.1.41 Research the role of dramatic arts in cultures and world civilizations.
- 2.1.42 Use role playing to develop awareness of a variety of social roles and in resolving dramatic problems.
- 2.1.43 Use thinking and problem solving strategies to plan and structure elements of drama in order to analyze and create scripts.
- 2.1.44 Identify ways to transfer knowledge and skills to life long community career and leisure activities.
- 2.1.45 Use a blend of vocal and physical expression to project character interpretation.
- 2.1.46 Apply research from print and non-print sources to script-writing, acting, designing, and directing choices.
- 2.1.47 Integrate vocal skills with other Actors as a means of achieving ensemble performance.
- 2.1.48 Expand proper stage techniques to include special movement (stage combat, dance, etc.).
- 2.1.49 Develop a resume, audition for a performance and follow a rehearsal schedule.
- 2.1.50 Observe or perform the duties of a director.
- 2.1.51 Respond appropriately as an audience member.

### **Strand 3: Evaluating**

#### **Content Standard 1**

Students will participate in activities that develop the evaluation process in theatre involving their own work and the work of others.

#### **Grades K-4**

- 3.1.1 Identify personal preferences in dramatic performances.
- 3.1.2 Recognize feelings and temperaments in dramatic play.
- 3.1.3 Understand the interactive process between the actor and audience.
- 3.1.4 Discover theatre experiences to demonstrate how drama reflects culture.
- 3.1.5 Express and compare personal reactions to theatrical art forms.
- 3.1.6 Discover the role of technology in the creation and performance of drama.

#### **Grades 5-8**

- 3.1.7 Identify the parts of a theatrical performance using appropriate terminology.
- 3.1.8 Display an awareness and empathy for the human condition.
- 3.1.9 Evaluate performances through critical observation for the purpose of self-improvement.
- 3.1.10 Explore theatre experiences to demonstrate how drama reflects culture.
- 3.1.11 Develop criteria for making informed critical judgments and participate in constructive criticism after observing a live production.
- 3.1.12 Explore the role of technology in the creation and performance of drama.

#### **Grades 9-12**

- 3.1.13 Understand, interpret, and evaluate theatrical performances using basic theatre terminology.
- 3.1.14 Compare and contrast emotional responses evoked by a variety of drama styles (i.e., love, sorrow, joy, pride).
- 3.1.15 Refine performance choices through observation and self evaluation.
- 3.1.16 Utilize ways drama affects and/or enhances the lives of people of various ages, cultures, and heritages.
- 3.1.17 Identify and evaluate artistic merit of theatre, film, television, and electronic media productions.
- 3.1.18 Begin to develop critical language in the comparison of creative processes used in various art forms.
- 3.1.19 Utilize the role of technology in the creation and performance of drama.
- 3.1.20 Reflect on the consequences of a character's decisions and actions and relate dramatic problems to one's own life.
- 3.1.21 Determine and demonstrate appropriate aesthetic responses to dramatic performances.
- 3.1.22 Use thinking and problem solving strategies to explain and analyze how technical elements contribute to the effectiveness of a production.