

# Dance: MS Level 1

## CREATING MS1.CR

### Explore

- 1 Generate and conceptualize artistic ideas and work. MS1.CR.1
    - 1 Select from a variety of prompts or stimuli to expand movement vocabulary and artistic expression. MS1.CR.1.1
    - 2 Identify and practice various movement vocabularies designed to transfer ideas into choreography. MS1.CR.1.2
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### Plan

- 2 Organize and develop artistic ideas and work. MS1.CR.2
    - 3 Explain how a dance study with a clear artistic intent uses a variety of choreographic devices and state the reasons for movement and device choices. MS1.CR.2.3
    - 4 Identify artistic criteria for choreographing a dance study that communicates personal or cultural meaning. MS1.CR.2.4
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### Revise

- 3 Refine and complete artistic work. MS1.CR.3
    - 5 Explain reasons for choreographic revisions and indicate how they relate to artistic intent. MS1.CR.3.5
    - 6 Illustrate a dance sequence through two different mediums. MS1.CR.3.6
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## PERFORMING MS1.PR

### Express

- 4 Select, analyze, and interpret artistic work for presentation. MS1.PR.4
  - 7 Establish diverse pathways, levels, and patterns in space. MS1.PR.4.7
  - 8 Demonstrate combinations of sudden and sustained timing as they relate to both the time and the dynamics of a phrase or dance work. MS1.PR.4.8
  - 9 Use different energy sources for initiation and dynamic expression. MS1.PR.4.9

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## Embodiment

- 5 Develop and refine artistic techniques and work for presentation. [MS1.PR.5](#)
- 10 Embody and demonstrate developmentally appropriate physical movement skills and shapes. [MS1.PR.5.10](#)
- 11 Apply basic knowledge of anatomy and nutrition, proprioceptive feedback, and spatial awareness to promote safe and healthful strategies when warming up and dancing. [MS1.PR.5.11](#)
- 12 Solve movement problems within a dance collaboratively by testing options and identifying what works and does not work. [MS1.PR.5.12](#)

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## Present

- 6 Convey meaning through the presentation of artistic work. [MS1.PR.6](#)
- 13 Demonstrate performance etiquette and performance practices during class, rehearsals, and performances. [MS1.PR.6.13](#)
- 14 Compare and contrast possible production elements to intensify and heighten artistic intent of the work, select effective elements, and explain reasons for the decisions. [MS1.PR.6.14](#)

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## RESPONDING [MS1.RE](#)

### Analyze

- 7 Perceive and analyze artistic work. [MS1.RE.7](#)
- 15 Describe how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices, using genre-specific dance terminology [MS1.RE.7.15](#)

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### Interpret

- 8 Interpret intent and meaning in artistic work. [MS1.RE.8](#)
- 16 Identify ways the artistic expression of a dance communicates the intent through elements of dance, technique, and context. [MS1.RE.8.16](#)

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### Critique

- 9 Apply criteria to evaluate artistic work. [MS1.RE.9](#)
  - 17 Identify artistic intent, content, and context from dances to examine the characteristics of genre, style, or cultural movement practices. [MS1.RE.9.17](#)
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## CONNECTING MS1.CN

### Synthesize

- 10 Synthesize and relate knowledge and personal experiences to make art. MS1.CN.10
  - 18 Describe differences and similarities in movement qualities observed in specific genres. MS1.CN.10.18
  - 19 Conduct research on a social issue using a variety of resources and create a dance study that expresses a specific point of view on the topic. MS1.CN.10.19
    - a Discuss whether the experience of creating and sharing a dance based on a social issue reinforces personal views or offers new knowledge and perspectives. MS1.CN.10.19.A
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### Relate

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. MS1.CN.11
- 20 Demonstrate how the movement qualities of a dance communicate its cultural, historical, and/or community purpose or meaning. MS1.CN.11.20