



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
DANCE

GRADES K-5



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades K-5 Dance define what students should know and be able to do when participating in Dance at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Dance consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Performing
- Responding
- Connecting

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Dance: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	
Essential Question(s): Where do choreographers get ideas for dances?	
EXPLORE	
K	DA:Cr1.1.K (a) Respond in movement to a variety of sensory stimuli (e.g., music/sound, text, objects, images, symbols, observed dance) using different body parts and the whole body.
	DA:Cr1.1.K (b) Explore different ways to do basic locomotor and nonlocomotor movements by manipulating various elements of dance.
Grade 1	DA:Cr1.1.1 (a) Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) using various body parts. Identify the source.
	DA:Cr1.1.1 (b) Explore a variety of locomotor and nonlocomotor movements by experimenting with and varying the elements of dance.
Grade 2	DA:Cr1.1.2 (a) Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) using various body parts. Suggest additional sources for movement ideas.
	DA:Cr1.1.2 (b) Formulate a variety of movement sequences in small groups while manipulating the elements of dance.
Grade 3	DA:Cr1.1.3 (a) Experiment with a variety of self-identified stimuli for movement.
	DA:Cr1.1.3 (b) Explore a given movement problem in small groups. Select and demonstrate a variety of solutions.
Grade 4	DA:Cr1.1.4 (a) Identify ideas for choreography generated from a variety of stimuli.
	DA:Cr1.1.4 (b) Develop a movement problem and manipulate the elements of dance.
Grade 5	DA:Cr1.1.5 (a) Build content for choreography, including a storyline, using a variety of stimuli.
	DA:Cr1.1.5 (b) Construct and solve multiple movement problems with multiple solutions and explore different transitions from one to the other to develop choreographic content.

<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question(s): What influences choice-making in creating choreography?</p>	
<p>PLAN</p>	
K	<p>DA:Cr2.1.K (a) Improvise a dance sequence that has a beginning, middle, and end.</p>
	<p>DA:Cr2.1.K (b) Express an idea, feeling, or image through improvised and learned movement moving alone, with a partner, and in groups.</p>
Grade 1	<p>DA:Cr2.1.1 (a) Improvise a series of dance sequences that have a beginning, middle, and a clear end. Describe movement choices.</p>
	<p>DA:Cr2.1.1 (b) Choose movements that express feelings within an idea, emotion, musical phrase, or story moving alone, with a partner, and in groups.</p>
Grade 2	<p>DA:Cr2.1.2 (a) Demonstrate a dance phrase with a beginning, a middle that has a main idea, and a clear end. Describe movement choices.</p>
	<p>DA:Cr2.1.2 (b) Choose movements that express feelings within a main idea, emotion, musical phrase, or story alone and with others. Explain reasons for movement choices.</p>
Grade 3	<p>DA:Cr2.1.3 (a) Identify and explore different choreographic devices to create simple movement patterns and dance structures.</p>
	<p>DA:Cr2.1.3 (b) Develop a dance phrase that identifies and expresses an idea, story, or feeling. Discuss the effect of the movement choices.</p>
Grade 4	<p>DA:Cr2.1.4 (a) Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.</p>
	<p>DA:Cr2.1.4 (b) Develop a dance study that expresses and communicates a main idea or emotion. Discuss the reasons for and effectiveness of the movement choices.</p>
Grade 5	<p>DA:Cr2.1.5 (a) Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explore how to recreate human emotion, movement, and storyline using different choreographic devices.</p>
	<p>DA:Cr2.1.5 (b) Develop a dance study by exploring theatrical elements and everyday movements and gestures to communicate a main idea. Discuss how the dance communicates non-verbally.</p>
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
<p>REVISE</p>	
K	<p>DA:Cr3.1.K (a) Apply suggestions for changing movement through guided improvisational experiences and learned movement.</p>

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	DA:Cr3.1.K (b) Depict dance movement from various sources/styles by drawing a picture or using a symbol.
Grade 1	DA:Cr3.1.1 (a) Explore suggestions to change movement from guided improvisation and/or short remembered sequences.
	DA:Cr3.1.1 (b) Depict several different types of dance movements from various sources/styles by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).
Grade 2	DA:Cr3.1.2 (a) Explore a variety of solutions to a movement problem from guided improvisation and/or short remembered sequences.
	DA:Cr3.1.2 (b) Depict the levels of movements in a dance phrase by drawing a picture or using symbols (for example, high, middle, low).
Grade 3	DA:Cr3.1.3 (a) Explore revision options in movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
	DA:Cr3.1.3 (b) Demonstrate directions or spatial pathways in a dance phrase by drawing a picture map, using a symbol, or demonstrating curved, straight, and zigzag pathways using movement.
Grade 4	DA:Cr3.1.4 (a) Revise movement based on peer feedback and self reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
	DA:Cr3.1.4 (b) Depict the relationships between two or more dancers in a dance phrase by demonstrating spatial components of shape, personal and shared space, levels, direction, and pathway.
Grade 5	DA:Cr3.1.5 (a) Explore through movement the feedback from others to expand choreographic possibilities for a short dance study. Explain the movement choices and refinements.
	DA:Cr3.1.5 (b) Record changes in a dance sequence through writing, symbols, or a form of media technology.

Dance: Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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

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

EXPRESS

K	DA:Pr4.1.K (a) Explore the element of space by making still and moving body shapes that show lines (for example, straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
	DA:Pr4.1.K (b) Demonstrate and identify the element of time using tempi contrasts with

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	<p>movements that match to tempo of sound stimuli.</p> <p>DA:Pr4.1.K (c) Identify and apply different characteristics to movements using the element of force (for example slow, smooth, or wavy).</p>
Grade 1	<p>DA:Pr4.1.1 (a) Demonstrate and identify the element of space using locomotor and non locomotor/axial movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Explore shared space by moving with others to form straight lines and circles.</p>
	<p>DA:Pr4.1.1 (b) Demonstrate the element of time by relating quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p>
	<p>DA:Pr4.1.1 (c) Demonstrate and identify movement characteristics along with movement vocabulary using force elements (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).</p>
Grade 2	<p>DA:Pr4.1.2 (a) Demonstrate and identify the element of space using clear directionality and intent when performing locomotor and nonlocomotor/axial movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts and their range of motion. Differentiate between circling and turning as two separate ways of continuous directional change.</p>
	<p>DA:Pr4.1.2 (b) Demonstrate the length of time a movement or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.</p>
	<p>DA:Pr4.1.2 (c) Select and apply appropriate characteristics to movements using force elements (for example, selecting specific adverbs and adjectives and applying them to movements). Demonstrate kinesthetic awareness while dancing using the movement characteristics.</p>
Grade 3	<p>DA:Pr4.1.3 (a) Demonstrate an increased knowledge of space exploring positive and negative space. Explore distance traveled and time using tempo, rhythm, duration, and pattern. Perform movement sequences in and through space with intentionality and focus.</p>
	<p>DA:Pr4.1.3 (b) Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p>
	<p>DA:Pr4.1.3 (c) Change use of energy and dynamics by modifying movements from sharp to smooth; from heavy to light; from tight to loose. Apply specific emotional quality to heighten the effect of their intent.</p>
Grade 4	<p>DA:Pr4.1.4 (a) Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus.</p>
	<p>DA:Pr4.1.4 (b) Accompany other dancers using a variety of percussive instruments and sounds. Develop the ability to count a phrase of movement with music. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.</p>

	DA:Pr4.1.4 (c) Analyze movements and phrases for use of energy and dynamic changes, and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.
Grade 5	DA:Pr4.1.5 (a) Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
	DA:Pr4.1.5 (b) Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
	DA:Pr4.1.5 (c) Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal), and analyze the relationship between initiation and energy.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	
Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?	
EMBODY	
K	DA:Pr5.1.K (a) Demonstrate sameside and cross-body locomotor and non-locomotor/axial movements, body patterning movements, and body shapes.
	DA:Pr5.1.K (b) Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal or shared space.
	DA:Pr5.1.K (c) Isolate and move body parts in relation to other body parts and repeat and recall movements upon request.
Grade 1	DA:Pr5.1.1 (a) Demonstrate a range of locomotor and non-locomotor/axial movements, body patterning, body shapes, levels, and directionality through personal and shared space.
	DA:Pr5.1.1 (b) Move safely in general space through a range of activities and group formations while maintaining personal or shared space.
	DA:Pr5.1.1 (c) Explore and modify movements and spatial arrangements upon request.
Grade 2	DA:Pr5.1.2 (a) Demonstrate a range of locomotor and nonlocomotor/axial movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
	DA:Pr5.1.2 (b) Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
	DA:Pr5.1.2 (c) Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
Grade 3	DA:Pr5.1.3 (a) Develop technical dance skills by replicating body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.

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	<p>DA:Pr5.1.3 (b) Adjust body-use to coordinate in a group or with a partner to safely change levels, directions, and pathway designs.</p> <p>DA:Pr5.1.3 (c) Perform collaborative choreography/movement sequences in group dance activities. Apply constructive feedback from the teacher and self-check to improve dance skills.</p>
Grade 4	<p>DA:Pr5.1.4 (a) Continue developing and demonstrating fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when learning choreography; replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.</p>
	<p>DA:Pr5.1.4 (b) Develop and execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.</p>
	<p>DA:Pr5.1.4 (c) Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p>
Grade 5	<p>DA:Pr5.1.5 (a) Continue developing technical dance skills by recall and execution of a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p>
	<p>DA:Pr5.1.5 (b) Develop and demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.</p>
	<p>DA:Pr5.1.5 (c) Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question(s): How does a dancer heighten artistry in a public performance?</p>	
<p>PRESENT</p>	
K	<p>DA:Pr6.1.K (a) Dance for and with others in a designated space.</p>
	<p>DA:Pr6.1.K (b) Select a prop to use as part of a dance.</p>
Grade 1	<p>DA:Pr6.1.1 (a) Dance for others in a space where the audience and performers occupy different areas.</p>
	<p>DA:Pr6.1.1 (b) Explore and demonstrate the use of simple props to enhance performance.</p>
Grade 2	<p>DA:Pr6.1.2 (a) Dance for and with others in a space where audience and performers occupy different areas using limited production terminology.</p>
	<p>DA:Pr6.1.2 (b) Use limited production elements (for example, hand props, simple scenery, or media projections) to enhance performance.</p>

Grade 3	DA:Pr6.1.3 (a) Dance for and with others, identifying and utilizing the main areas of a performance space, using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).
	DA:Pr6.1.3 (b) Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.
Grade 4	DA:Pr6.1.4 (a) Present a collaborative dance performance creating a formal performance space from an informal setting (for example, gymnasium or grassy area).
	DA:Pr6.1.4 (b) Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.
Grade 5	DA:Pr6.1.5 (a) Adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
	DA:Pr6.1.5 (b) Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

Dance: Responding	
Anchor Standard 7: Perceive and analyze artistic work.	
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.	
Essential Question(s): How is a dance understood?	
ANALYZE	
K	DA:Re7.1.K (a) Find a movement that repeats in a dance.
	DA:Re7.1.K (b) Demonstrate or describe observed or performed dance movements using dance elements.
Grade 1	DA:Re7.1.1 (a) Find a movement that repeats in a dance to create a pattern.
	DA:Re7.1.1 (b) Demonstrate and describe observed or performed dance movements from a specific genre or culture using dance elements.
Grade 2	DA:Re7.1.2 (a) Find movements in a learned dance that develop a pattern.
	DA:Re7.1.2 (b) Demonstrate and learn movements in dances from different genres or cultures.
Grade 3	DA:Re7.1.3 (a) Find a movement pattern in a learned dance sequence that creates a movement phrase.
	DA:Re7.1.3 (b) Learn dance combinations from different genres, then compare and contrast how one dance genre is different from another, or how one cultural movement practice is different from another.
Grade 4	DA:Re7.1.4 (a) Find patterns of movement in dance works that create a style or theme.
	DA:Re7.1.4 (b) Demonstrate and identify different dance styles within a genre or within a cultural movement practice.

Grade 5	DA:Re7.1.5 (a) Find meaning or artistic intent based on the patterns of movement in a dance work.
	DA:Re7.1.5 (b) Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</p> <p>Essential Question(s): How is dance interpreted?</p>	
INTERPRET	
K	DA:Re8.1.K (a) Observe movement and describe it using simple dance terminology.
Grade 1	DA:Re8.1.1 (a) Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
Grade 2	DA:Re8.1.2 (a) Use context cues from movement to identify feelings, meaning, and intent in a dance using simple dance terminology.
Grade 3	DA:Re8.1.3 (a) Identify feelings, stories or ideas through movement or gesture. Explain how the main idea is communicated with context cues.
Grade 4	DA:Re8.1.4 (a) Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
Grade 5	DA:Re8.1.5 (a) Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>Essential Question(s): What criteria are used to evaluate dance?</p>	
CRITIQUE	
K	DA:Re9.1.K (a) Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.
Grade 1	DA:Re9.1.1 (a) Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen using limited dance terminology.
Grade 2	DA:Re9.1.2 (a) Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.
Grade 3	DA:Re9.1.3 (a) Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

Grade 4	DA:Re9.1.4 (a) Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.
Grade 5	DA:Re9.1.5 (a) Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

Dance: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>	
SYNTHESIZE	
K	DA:Cn10.1.K (a) Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience or feelings.
	DA:Cn10.1.K (b) Observe a work from other art forms (visual art, music, theater). Describe and then express through movement something of interest about these art forms. Ask questions for discussion concerning these art forms.
Grade 1	DA:Cn10.1.1 (a) Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
	DA:Cn10.1.1 (b) Explore connections between dance and other disciplines (For example, observe illustrations from a story). Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the discipline observed.
Grade 2	DA:Cn10.1.2 (a) Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning using limited dance terminology.
	DA:Cn10.1.2 (b) Respond to a dance work using an inquiry based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.
Grade 3	DA:Cn10.1.3 (a) Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
	DA:Cn10.1.3 (b) Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
Grade 4	DA:Cn10.1.4 (a) Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.

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	DA:Cn10.1.4 (b) Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance, and describe how the topic might be communicated using another form of expression.
Grade 5	DA:Cn10.1.5 (a) Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
	DA:Cn10.1.5 (b) Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question(s): How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</p>	
RELATE	
K	DA:Cn11.1.K (a) Describe or demonstrate the movements in a dance that was watched or performed using limited dance terminology.
Grade 1	DA:Cn11.1.1 (a) Watch and/or perform a dance from a different culture, and discuss or demonstrate the types of movement danced using simple dance terminology.
Grade 2	DA:Cn11.1.2 (a) Observe a dance and relate the movement to the people, communities, or environment in which the dance was created and performed.
Grade 3	DA:Cn11.1.3 (a) Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.
Grade 4	DA:Cn11.1.4 (a) Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.
Grade 5	DA:Cn11.1.5 (a) Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.