

Connecticut Arts Curriculum Framework

THE ARTS

By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.

PROGRAM GOALS

As a result of education in grades K-12, students will:

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

K-12 CONTENT STANDARDS

Dance

- 1) Students will identify and perform movement elements and dance skills.
- 2) Students will understand choreographic principles, processes and structures.
- 3) Students will understand how dance creates and communicates meaning.
- 4) Students will apply analytical and evaluative thinking skills in dance.
- 5) Students will demonstrate an understanding of dance in various cultures and historical periods.
- 6) Students will make connections between dance and healthful living.
- 7) Students will make connections between dance, other disciplines and daily life.

DANCE

K-12 CONTENT STANDARD 1

Dance: Elements And Skills

Students will identify and perform movement elements and dance skills.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway)
- b. demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning
- c. demonstrate understanding of spatial concepts through, for example:
 - shape-making at low, middle and high levels
 - defining and maintaining personal space
 - demonstrating movements in straight and curved pathways
- d. demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- e. identify and demonstrate basic dynamic contrasts (slow/quick, gentle/strong)
- f. demonstrate kinesthetic awareness and concentration in performing movement skills
- g. demonstrate accuracy in memorizing and reproducing simple movement phrases
- h. observe and describe the movement elements (action, space, dynamics) in a brief movement study

Educational experiences in **grades 5-8** will assure that students:

- a. demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing
- b. identify and demonstrate longer and more complex steps and patterns
- c. transfer a spatial pattern from the visual to the kinesthetic
- d. transfer a rhythmic pattern from sound to movement
- e. identify and demonstrate a range of dynamics/movement qualities
- f. demonstrate increasing kinesthetic awareness, concentration and focus in performing a range of movement skills
- g. memorize and reproduce movement sequences and dances
- h. describe the movement elements observed in a dance, using appropriate movement/dance vocabulary

Educational experiences in **grades 9-12** will assure that students:

- a. demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination in locomotor and nonlocomotor movements with consistency and reliability
- b. identify and perform basic dance steps, positions and patterns for dance from two different styles or traditions, demonstrating clarity and stylistic accuracy
- c. use spatial awareness to heighten artistic expression
- d. demonstrate rhythmic acuity and musicality
- e. create and perform combinations and variations in a broad dynamic range
- f. perform dances confidently, communicating the artistic intention of the choreographer
- g. memorize and perform a varied repertoire of dances
- h. describe the characteristics of a particular choreographer's movement vocabulary

K-12 CONTENT STANDARD 2
Dance: Choreography

Students will understand choreographic principles, processes and structures.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. use improvisation to discover and invent movement and to solve movement problems
- b. create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment; identify each of these parts of the sequence
- c. create a dance phrase, repeat it, and then vary it (making changes in the time, space, and/or force/energy)
- d. demonstrate the ability to work effectively alone and with a partner
- e. demonstrate the following partner skills: copying, leading and following, mirroring
- f. improvise, create and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas
- g. identify and describe the choreographic structure of their own dances in simple terms

Educational experiences in **grades 5-8** will assure that students:

- a. use improvisation to generate movement for choreography
- b. create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax
- c. demonstrate successfully the structures or forms of AB, ABA, canon, call and response, and narrative
- d. demonstrate the ability to work cooperatively in pairs and small groups during the choreographic process
- e. demonstrate the following partner skills: creating contrasting and complementary shapes, taking and supporting weight, balance and counter balance
- f. describe and analyze the choreographic structure of dance viewed in class, in the theatre, or on video

Educational experiences in **grades 9-12** will assure that students:

- a. use effectively a range of choreographic processes
- b. choreograph dances which effectively demonstrate a range of choreographic principles
- c. demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation and chance) through brief dance studies
- d. choreograph duets and small group dances demonstrating an understanding of choreographic principles, processes and structures both in collaborative groups and as choreographer/ director
- e. develop an idea independently from initial inception through to presentation for an audience
- f. describe how a choreographer manipulated and developed the basic movement content in a dance

K-12 CONTENT STANDARD 3**Dance: Meaning**

Students will understand how dance creates and communicates meaning.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- b. take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theatre or on video
- c. present their own dances to peers and discuss their meanings with confidence

Educational experiences in **grades 5-8** will assure that students:

- a. effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement
- b. observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
- c. demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
- d. explain the meaning of one of their own dances

Educational experiences in **grades 9-12** will assure that students:

- a. formulate and answer questions about how movement choices communicate abstract ideas in dance
- b. examine the ways that a dance creates and conveys meaning by considering the dance from different cultural perspectives
- c. compare and contrast how meaning is communicated in two of their own dances
- d. create a dance that effectively communicates a contemporary social theme or a topic of personal significance

K-12 CONTENT STANDARD 4**Dance: Thinking Skills**

Students will apply analytical and evaluative thinking skills in dance.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways
- c. demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way

Educational experiences in **grades 5-8** will assure that students:

- a. create a movement idea and demonstrate multiple interpretations; choose the most effective and discuss the reasons for their choice
- b. compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities)
- c. identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast, clarity of idea)

Educational experiences in **grades 9-12** will assure that students:

- a. create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- b. establish a set of artistic criteria and apply it in evaluating their own work and that of others
- c. compare the work of two contrasting choreographers using a given set of artistic criteria
- d. analyze the style of a choreographer or cultural form; then create a dance study in that style and evaluate the results in discussion with peers

- e. formulate and answer their own aesthetic questions (such as: What is it that makes a particular dance that dance? What makes a successful dance successful?)

K-12 CONTENT STANDARD 5**Dance: History And Cultures**

Students will demonstrate an understanding of dance
in various cultures and historical periods.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. perform folk dances from various cultures with competence and confidence
- b. perform a dance from a resource in their own community; describe the cultural and/or historical context (how and why this dance is/was performed)
- c. answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?)

Educational experiences in **grades 5-8** will assure that students:

- a. competently perform folk, traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement styles
- b. competently perform folk, social and/or theatrical dances from a broad spectrum of 20th century America
- c. learn from resources in their own community (such as people, books and video) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers
- d. describe the role of dance in at least two different cultures or time periods

Educational experiences in **grades 9-12** will assure that students:

- a. perform or discuss the traditions and technique of a classical dance form
- b. perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms
- c. create a time line illustrating important dance events in the 20th century
- d. analyze historical and cultural images of the body in dance and compare these to contemporary images
- e. create and answer questions about dance and dancers prior to the 20th century

K-12 CONTENT STANDARD 6
Dance: Healthful Living

Students will make connections between dance and healthful living.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. identify at least three personal goals to improve themselves as dancers
- b. describe the skeleton and how it works in simple terms
- c. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples

Educational experiences in **grades 5-8** will assure that students:

- a. identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
- b. identify major muscle groups and how they work together to produce movement
- c. create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes
- d. explain strategies to prevent dance injuries

Educational experiences in **grades 9-12** will assure that students:

- a. reflect upon their own progress and personal growth during their study of dance
- b. create and demonstrate movement sequences which stretch and strengthen the main muscle groups
- c. analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media
- d. effectively communicate how lifestyle choices affect the dancer

K-12 CONTENT STANDARD 7
Dance: Connections

Students will make connections between dance, other disciplines, and daily life.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)
- b. respond to a dance using another art form; explain the connections between the dance and their response to it (such as making a painting about a dance and describing the connections)
- c. video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance

Educational experiences in **grades 5-8** will assure that students:

- a. cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)
- b. create a dance project that explores and expresses important ideas from another arts discipline (such as foreground and background, or color, in visual art)
- c. video record a dance produced in class, intensifying or changing the meaning of the dance through the recording process

Educational experiences in **grades 9-12** will assure that students:

- a. create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- b. identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning
- c. create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)

Connecticut Arts Curriculum Framework

Connecticut Standards for Dance Organized to Show Articulation (Sequence) Across Grade Levels

Content Standard 1: Students will identify and perform movement elements and dance skills

K — 4

Students

- a. demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway)
- b. demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning
- c. demonstrate understanding of spatial concepts through, for example,
 - shape-making at low, middle and high levels
 - defining and maintaining personal space
 - demonstrating movements in straight and curved pathways
- d. demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- e. identify and demonstrate basic dynamic contrasts (slow/quick, gentle/strong)
- f. demonstrate kinesthetic awareness and concentration in performing movement skills
- g. demonstrate accuracy in memorizing and reproducing simple movement phrases
- h. observe and describe the movement elements (action, space, dynamics) in a brief movement study

5 — 8

Students

- a. demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing
- b. identify and demonstrate longer and more complex steps and patterns
- c. transfer a spatial pattern from the visual to the kinesthetic
- d. transfer a rhythmic pattern from sound to movement
- e. identify and demonstrate a range of dynamics/movement qualities
- f. demonstrate increasing kinesthetic awareness, concentration and focus in performing a range of movement skills
- g. memorize and reproduce movement sequences and dances
- h. describe the movement elements observed in a dance, using appropriate movement/dance vocabulary

9 — 12

Students

- a. demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor movements with consistency and reliability
- b. identify and demonstrate basic dance steps, positions and patterns for dance from two different styles or traditions demonstrating clarity and stylistic accuracy
- c. use spatial awareness to heighten artistic expression
- d. demonstrate rhythmic acuity and musicality
- e. create and perform combinations and variations in a broad dynamic range
- f. perform dances confidently, communicating the artistic intention of the choreographer
- g. memorize and perform a varied repertoire of dances
- h. describe the characteristics of a particular choreographer's movement vocabulary

Content Standard 2: Students will understand choreographic principles, processes and structures

K — 4

Students

- a. use improvisation to discover and invent movement and to solve movement problems
- b. create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment; identify each of these parts of the sequence
- c. create a dance phrase, repeat it and then vary it (making changes in the time, space and/or force/energy)
- d. demonstrate the ability to work effectively alone and with a partner
- e. demonstrate the following partner skills: copying, leading and following, mirroring
- f. improvise, create and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas
- g. identify and describe the choreographic structure of their own dances in simple terms

5 — 8

Students

- a. use improvisation to generate movement for choreography
- b. create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax
- c. demonstrate successfully the structures or forms of AB, ABA, canon, call and response and narrative
- d. demonstrate the ability to work cooperatively in pairs and small groups during the choreographic process
- e. demonstrate the following partner skills: creating contrasting and complementary shapes, taking and supporting weight, balance and counter balance
- f. describe and analyze the choreographic structure of dance viewed in class, in the theater, or on video

9 — 12

Students

- a. use effectively a range of choreographic processes
- b. choreograph dances which effectively demonstrate a range of choreographic principles
- c. demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation and chance) through brief dance studies
- d. choreograph duets and small group dances demonstrating an understanding of choreographic principles, processes and structures both in collaborative groups and as choreographer/director
- e. develop an idea independently from initial inception through to presentation for an audience
- f. describe how a choreographer manipulated and developed the basic movement content in a dance

Content Standard 3: Students will understand how dance creates and communicates meaning**K — 4****Students**

- a. observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- b. take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theater or on video
- c. present their own dances to peers and discuss their meanings with confidence

5 — 8**Students**

- a. effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement
- b. observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
- c. demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
- d. explain the meaning of one of their own dances

9 — 12**Students**

- a. formulate and answer questions about how movement choices communicate abstract ideas in dance
- b. examine the ways in which a dance creates and conveys meaning by considering the dance from different of cultural perspectives
- c. compare and contrast how meaning is communicated in two of their own dances
- d. create a dance that effectively communicates a contemporary social theme or a topic of personal significance

Content Standard 4: Students will apply analytical and evaluative thinking skills in dance**K — 4****Students**

- a. generate multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for their choice
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways
- c. demonstrate appropriate audience behavior in watching dances; discuss their opinions about the dances in a supportive and constructive way

5 — 8**Students**

- a. create a movement idea and demonstrate multiple interpretations; choose the most effective and discuss the reasons for their choice
- b. compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo) and force/energy (movement qualities)
- c. identify possible criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast, clarity of idea)

9 — 12**Students**

- a. create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- b. establish a set of artistic criteria and apply it in evaluating their own work and that of others
- c. compare the work of two contrasting choreographers using a given set of artistic criteria
- d. analyze the style of a choreographer or cultural form; then create a dance study in that style and evaluate the results in discussion with peers
- e. formulate and answer their own aesthetic questions (such as: What is it that makes a particular dance that dance? What makes a successful dance successful ?)

Content Standard 5: Students will demonstrate an understanding of dance in various cultures and historical periods**K — 4****Students**

- a. perform simple folk dances from various cultures with competence and confidence
- b. Perform a dance from a resource in their own community; describe the cultural and/or historical context (how and why this dance is/was performed)
- c. answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?)

5 — 8**Students**

- a. competently perform folk, traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement styles
- b. competently perform folk, social and/or theatrical dances from a broad spectrum of 20th-century America
- c. learn from resources in their own community (such as people, books and video) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers
- d. describe the role of dance in at least two different cultures or time periods

9 — 12**Students**

- a. perform or discuss the traditions and technique of a classical dance form
- b. perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms
- c. create a time line illustrating important dance events in the 20th century
- d. analyze historical and cultural images of the body in dance and compare these to contemporary images
- e. create and answer questions about dance and dancers prior to the 20th century

Content Standard 6: Students will make connections between dance and healthful living**K — 4****Students**

- a. identify at least three personal goals to improve themselves as dancers
- b. describe the skeleton and how it works in simple terms
- c. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples

5 — 8**Students**

- a. identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
- b. identify major muscle groups and how they work together to produce movement
- c. create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes
- d. explain strategies to prevent dance injuries

9 — 12**Students**

- a. reflect upon their own progress and personal growth during their study of dance
- b. create and demonstrate movement sequences which stretch and strengthen the main muscle groups
- c. analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media
- d. communicate effectively how lifestyle choices affect the dancer

Content Standard 7: Students will make connections between dance, other disciplines and daily life**K — 4****Students**

- a. create a simple dance that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)
- b. respond to a dance using another art form; explain the connections between the dance and their response to it (for example, making a painting about a dance and describing the connections)
- c. video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance

5 — 8**Students**

- a. cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)
- b. create a dance project that explores and expresses important ideas from another arts discipline (such as foreground and background, or color, in visual art)
- c. video record a dance produced in class intensifying or changing the meaning of the dance through the recording process

9 —12**Students**

- a. create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- b. identify commonalties and differences between dance and other arts disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning
- c. create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance or animation)

Glossary for Dance Standards

AB. A two-part compositional form with an A theme and a B theme; the binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style).

ABA. A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form.

Abstract. To remove an idea from a particular or representative context (e.g., a poem, a painting, a dance, a piece of music, a story) and create new dance movement that retains the essence of the original idea.

Action. A movement event.

Aesthetic criteria. The essential components or characteristics of a dance which can be used as a frame of reference when making judgments about the dance's merit.

Alignment. The relationship of the skeleton to the line of gravity and the base of support.

Articulation (also called Body Articulation). The ways in which the joints, muscles and tendons of the body function safely and effectively to produce a wide range of movement.

Body Articulation. (see *Articulation*)

Call and response. An alternating structure in which one soloist/group performs, then a second soloist/group enters –in response” to the first. This structure is most often associated with African music and dance forms, although it is also used elsewhere.

Canon. *Choreographic form that reflects the musical form of the same name, in which individuals and groups perform the same movement/phrase beginning at different times.

Chance. A choreographic process in which *elements are specifically chosen and defined but randomly structured to create a dance or movement phrase.

Choreographic. Describes a dance sequence that has been created with specific intent.

Choreographic form. The specific formal structure of a dance (e.g., AB, ABA, rondo, theme and variations, narrative).

Choreographic principles. The organizational principles through which the dance movement is organized in choreographing a dance (e.g., contrast, repetition, transition, climax, variation, balance, unity).

Choreographic process. The ways in which dance material (movement) is developed from the original imaginative inception of a dance idea through to the realization of a completed dance. The process can involve careful preplanning as well as intuitive response (e.g., structured and spontaneous solo improvisation and collaborative improvisation; motif development, refinement and elaboration; chance).

Choreographic structure. See Choreographic form.

Classical. Dance that has been developed into highly stylized structures within a culture. Generally developed within the court or circle of power in a society.

Dance elements. See Elements of dance.

Discuss. To engage in oral, written, or any other appropriate form of presentation.

Dynamics. The expressive content of human movement, sometimes called qualities or efforts. Dynamics manifest the interrelationships among the elements of space, time, and force/energy. See also *Movement quality.

Elements of dance. Body action in space and time with force/energy.

Elevation. The body's propulsion into the air away from the floor, such as in a leap, hop, or jump.

Folk. Dances that are usually created and performed by a specific group within a culture. Generally these dances originated outside the courts or circle of power within a society.

Genre. A type or category of dance (e.g., jazz, tap, folk, ballet).

Improvisation. Movement that is created spontaneously, ranging from free-form to highly structured environments. Provides the dancer with the opportunity to bring together elements quickly, and requires focus and concentration. Improvisation is instant, simultaneous choreography and performance.

Initiation. Point at which a movement is said to originate. This particularly refers to specific body parts and is generally said to be either distal (from the limbs or head) or central (from the torso).

Kinesphere. The movement space, or the space surrounding the body in stillness and in motion, which includes all directions and levels both close to the body and as far as the person can reach with limbs or torso. See *Personal space.

Kinesthetic. Having to do with movement. Refers to the ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli.

Levels. The height of the dancer in relation to the floor.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip (walk and hop), slide (walk and leap) and gallop (walk and leap).

Movement quality. The identifying attributes created by the expressive use of movement dynamics (e.g., percussively, heavily, smoothly, powerfully, softly, etc.)

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Movement vocabulary. Literally, a repertoire of movements. –Vocabulary” in this case refers not to verbal terminology, but rather to a collection of familiar movements that dancers assemble to create or perform dance works. Movement vocabulary differs from one dance genre to another, such as between classical ballet and modern dance, and from one choreographer’s work to another, such as between the work of Martha Graham and that of Alvin Ailey.

Musicality. The attention and sensitivity to the musical elements of dance while creating or performing.

Narrative. Choreographic structure that follows a specific story line and intends to convey specific information through that story.

Nonlocomotor movement. Any movement that is anchored to one spot by a body part using only the available space in any direction without losing the initial body contact. Movement is organized around the axis of the body rather than designed for travel from one location to another.

Personal space. The –space bubble” or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body’s center.

Phrase. A brief sequence of related movements that has a sense of rhythmic completion.

Projection. A confident presentation of one’s body and energy to vividly communicate movement and meaning to an audience; performance quality.

Reordering. A choreographic process in which known and defined elements (specific movements, movement phrases, etc.) are separated from their original relationship and restructured in a different pattern.

Rhythmic acuity. The physical, auditory recognition of various complex time elements.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period.

Technology. Electronic media (such as video, computers, or lasers) used as tools to create, learn, explain, document, analyze, or present dance.

Theatrical. Dance genres primarily developed for the stage (such as jazz and tap).

Traditional dance. The term –traditional” is used to denote those dances and dance forms that have arisen out of the tradition of a people, such as the dances of bharata natyam, noh, or the folk dances of indigenous peoples of Europe or other areas.

Warmup. Movements and/or movement phrases designed to raise the core body temperature and bring the mind into focus for the dance activities to follow.