

## HANDOUT 2B

<b>Strand:</b> <b>Dance</b>		<b>Dance</b>  Also aligned with elements from: <b>Physical Education</b>  <b>1.0 Artistic Perception:</b> <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to</i>
<b>1.0 Notice, Respond, and Engage</b>		<b>1.0 Artistic Perception:</b> <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to</i>
		<b>Dance</b> Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary  <b>4.0 Aesthetic Valuing:</b> <i>Responding to, Analyzing, and Making Judgment About Works of Dance</i> Description, Analysis, and Criticism of Dance
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.	<b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.  1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.	<b>Comprehension and Analysis of Dance Elements</b> 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).  <b>Development of Dance Vocabulary</b> 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).  <b>Description, Analysis, and Criticism of Dance</b> 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to more than one skill instruction at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of	<b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.  <b>Comprehension and Analysis of Dance Elements</b> 1.3 Understand and respond to a wide range of opposites (e.g.,
	skills.	high/low, forward/backward, wiggle/freeze).
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.	<b>Development of Dance Vocabulary</b> 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

California Department of Education, 2012, *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources*, p. 111-113