



### Gifted Characteristics: Dance

Age	Typical Peer Group	Gifted Student
<b>Early Childhood</b>	<ul style="list-style-type: none"> <li>• Dance classes should include simple, repetitive phrases of movement and floor patterns using space, time and energy, and exploring stillness.</li> <li>• Introduce and repeat basic dance skills including gross and fine motor skills.</li> <li>• Create opportunities for social development by performing simple social dances with a partner or full-class that encourages expressions of feelings in movement.</li> <li>• Improvise movement, alone or with a partner, to music and other stimuli that translates into simple ideas of imagery, stories, sounds, words, or games to build articulation and confidence.</li> <li>• Observe different dance styles from around the world and describe movements.</li> <li>• Demonstrate appropriate etiquette at a dance performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted students of this age should be able to execute isolated as well as coordinated dance movements, maintaining alignment and balance, as well as more complex and contrasting body movement patterns.</li> <li>• Understand and remember simple movement motifs and phrases.</li> <li>• Observe and reflect upon the feeling that is communicated through various dances.</li> <li>• Recognize dances from different cultures.</li> <li>• Communicates through the language of dance.</li> </ul>
<b>Elementary K-2</b>	<ul style="list-style-type: none"> <li>• Students expand upon the elements of dance (space, time and energy) learned in early childhood, which deepen movement awareness by performing basic dance studies that explore moods and feelings.</li> <li>• Students of this age should be able to execute isolated as well as coordinated dance movements, maintaining alignment and balance, as well as more complex and contrasting body movement patterns.</li> <li>• Create short dance works alone or with others, and incorporate simple movement motifs.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and perform dances from at least two different styles or genres using basic, accurate movement skills</li> <li>• Understand simple compositional elements.</li> <li>• Understand and use basic vocabulary to analyze dance works.</li> <li>• Recognize different dance styles and traditions.</li> <li>• Create a short dance using compositional elements.</li> <li>• Communicates through the language of dance.</li> </ul>



	<ul style="list-style-type: none"> <li>• Recognize that all cultures around the world have unique dances.</li> <li>• Compare and contrast different dance styles.</li> <li>• Both genders should be given the same range of activities at this level to avoid stereotyping</li> </ul> <p>Performance considerations that are appropriate for this level are collaborative activities in duets, trios, and small groups that strengthen emotional and social awareness and foster confidence.</p>	
<p><b>Elementary 3-5</b></p>	<ul style="list-style-type: none"> <li>• Perform dances from at least two different styles or genres using basic, accurate movement skills</li> <li>• Create short solo and small group dances using compositional elements</li> <li>• Recognize styles in major dance works.</li> <li>• Understand dance as a means of communication.</li> <li>• Both genders should be given the same range of activities at this level to avoid stereotyping</li> </ul> <p>Performance considerations that are appropriate for this level are collaborative activities in duets, trios, and small groups that strengthen emotional and social awareness and foster confidence.</p>	<ul style="list-style-type: none"> <li>• Demonstrate skills in foundational dance forms (ballet, modern, tap or jazz)</li> <li>• Demonstrate consistent performance skills</li> <li>• Develop movement phrases using basic composition skills</li> <li>• Recognize that culture and geography are reflected in world dance traditions.</li> <li>• Analyze and evaluate dance works.</li> <li>• Uses dance symbolically to demonstrate 21<sup>st</sup> Century Skills and creative problem solving.</li> </ul>
<p><b>Middle School</b></p>	<ul style="list-style-type: none"> <li>• Is able to perform a basic warm-up.</li> <li>• Demonstrates skills in foundational dance styles (ballet, modern, tap or jazz)</li> <li>• Articulates creative choices required to develop choreographic intent.</li> <li>• Works collaboratively on choreography, which incorporates social and emotional challenges in a supporting and non-judgmental environment.</li> <li>• Observes and participates in a variety of dance forms from around the world.</li> <li>• Comprehends that formal dance critiques demonstrate an understanding of dance- making.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates dance movement skills, with technical proficiency and kinesthetic body awareness and artistic interpretation.</li> <li>• Applies meaning and intent to dance making when composing dance works.</li> <li>• Creates abstract movement using imagery.</li> <li>• Uses knowledge of cultural and historical dance forms and tradition to translate into performance.</li> <li>• Understands cultural &amp; historical dance forms &amp; traditions are influenced by the values of the society they represent.</li> <li>• Responds to, reflects upon, and analyzes new dance works.</li> </ul>



<b>High School</b>	<ul style="list-style-type: none"><li>• Students who have been taking dance since childhood are able to train as professionals from a technical perspective</li><li>• Those who have not had such training still bring a level of maturity that allows them to grasp the discipline of the process of training the body.</li></ul>	<ul style="list-style-type: none"><li>• Depending on access, a gifted dance student will likely be dancing on or at a pre-collegiate/pre-professional level.</li></ul>
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