

# Visual & Performing Arts



## Evidence of Alignment Expectations

**Grade Band/Proficiency Level Expectations-** *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

### Kindergarten Dance

**Students CAN** (Please add lines as needed)

Delaware Performance Standards

I CAN notice a dancer’s feelings in a movement and see how it is like my own life.	DA:Cn10.1.Ka
I CAN find ways to make a movement look different.	DA:Pr4.1.Ka
I CAN listen to instructions and try new things when I dance.	DA:Cr3.1.Ka
I CAN use my body to make shapes.	DA:Pr4.1.Ka

### **Students Demonstrate UNDERSTANDING**

*Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:*

**SUMMATIVE ASSESSMENT MEASURES**

Delaware Performance Standards

Student shows a different gesture that aligns with three or more emotions chosen from a stack of emotion cards to make a story.	DA:Cn10.1.Ka, DA:Pr4.1.Ka
Student creates a short phrase that includes three or more dance steps learned in class.	DA:Cr3.1.Ka
Student is able to follow instructions and classroom norms while performing the movement.	DA:Cr3.1.Ka

Student's movement uses clear shapes and levels.	DA:Pr4.1.Ka
--	-------------

## Assessment Rubric - Movement With Emotion and Quality

*Students will be tasked to create a short phrase while identifying and including three emotions in their movement sequentially using gestures and dance steps learned in class.*

1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
No emotion identified in movement.	The movement includes shapes and one emotion.	The movement includes shapes and two emotions.	The movement includes shapes and three emotions.	The movement includes levels, shapes, and three clear emotions.
Behavior does not follow the norms.	Behavior is inconsistent with the norms of the classroom.	Behavior is approaching consistency with the norms of the classroom.	Behavior is consistent with the norms of the classroom.	Behavior exceeds the norms of the classroom.
No movement created and performed.	Movement includes two gestures or less.	The movement includes three gestures.	The movement includes three gestures and tells a story with a clear ending.	The movement is full and tells a story with a clear beginning, middle, and end.
Movement does not include any dance steps learned in class.	Movement includes one dance step learned in class.	Movement includes two dance steps learned in class.	Movement includes three dance steps learned in class.	Movement includes three or more dance steps learned in class done with accuracy.

**Comments:**