



Dance Standards Grades P-12

DANCE												
<i>Artistic Process</i> Creating				<i>Anchor Standard 1</i> Generate and conceptualize artistic ideas and work.								
<i>Enduring Understanding</i> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.				<i>Essential Question</i> Where do choreographers get ideas for dances?								
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Demonstrate the ability to create and perform dance through exploration of a variety of stimuli.				I:3-5:1: Demonstrate the ability to create and perform dance through guided and self-exploration of a variety of stimuli.			I:6-8:1: Demonstrate the ability to use improvisation, perceptual skills, and a variety of stimuli to create and perform dance.			I:9-12:1: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.		
I:P-2:2: Develop the ability to combine the elements of dance to create movement.				I:3-5:2: Develop the ability to solve movement problems.			I:6-8:2: Use movement vocabulary and dance terminology to create and articulate work with artistic intent.			I:9-12:2: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.		
<i>Expectations</i>												
E:P-2:1: Solve movement problems by responding to stimuli. (e.g., nature, feelings, personal experience)				E:3-5:1: Demonstrate flexibility by improvising phrases from a variety of criteria.			E:6-8:1: Demonstrate flexibility by improvising phrases of varying length from given criteria.			E:9-12:1: Use information from choreographed dance phrases to improvise variations or expand on the movement.		
E:P-2:2: Act on creative ideas through guided work with shapes in locomotor and non-locomotor forms.				E:3-5:2: Think critically to create phrases from student-identified criteria.			E:6-8:2: Think critically to create phrases from student-identified criteria.			E:9-12:2: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.		
E:P-2:3: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing.				E:3-5:3: Collaborate with a partner to improvise movement using shadowing and mirroring.			E:6-8:3: Improvise using the information from a given phrase to create contrasting sections.			E:9-12:3: Investigate movement elements that define a particular style, technique, or genre of dance. Choreograph phrases that are complementary with the accessed information.		
E:P-2:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.				E:3-5:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.			E:6-8:4: Demonstrate flexibility in solving movement problems by working independently and collaboratively to find different solutions.			E:9-12:4: Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others.		



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Artistic Process Creating						Anchor Standard 2 Organize and develop artistic ideas and work.						
Enduring Understanding The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.						Essential Question What influences choice-making when creating choreography?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Create dance by improvising alone or with others.			I:3-5:1: Use the elements of dance and choreographic forms to create dance and explain its meaning or main idea.			I:6-8:1: Use fundamentals of composition to create dance in a variety of forms, and explain reasons for movement choices and organization.			I:9-12:1: Demonstrate and justify personal movement choice by combining the elements of dance, aesthetic principles, and choreographic forms of dance to communicate artistic intent.			
I:P-2:2: Apply and recognize compositional form in dance.			I:3-5:2: Modify dance phrases and discuss the reasons and effectiveness of choices.			I:6-8:2: Determine and apply artistic criteria to create dance and evaluate its artistic effectiveness.			I:9-12:2: Develop an artistic statement for original work and explain how movement choices support the artistic statement.			
Expectations												
E:P-2:1: Improvise independently, using shapes and levels, to create dance movement.			E:3-5:1: Using information from the elements of dance (BEST), innovate through improvisation, a phrase that has meaning.			E:6-8:1: Create, manipulate, and perform movement phrases using information from the elements of dance. (BEST)			E:9-12:1: Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD).			
E:P-2:2: Improvise collaboratively with a partner to create dance phrases that have a beginning, middle, and end.			E:3-5:2: Modify dance phrases, and discuss the reasons for the modifications as well as the effectiveness of artistic choices.			E:6-8:2: Produce a floor plan for an original independent or collaborative composition and perform the composition following the floor plan.			E:9-12:2: Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work.			
E:P-2:3: Demonstrate flexibility in thinking by creating different ways to begin and end a dance.			E:3-5:3: Innovate and act on a dance idea by creating a phrase inspired by the idea. Explain and support choices with clear communication.			E:6-8:3: Work independently to decide on a personal set of artistic criteria. Create a phrase utilizing the criteria, and communicate choices clearly.			E:9-12:3: Develop a short, independent (personal) manifesto for creating dance, act on the idea by choreographing and organizing movement that illustrates it, and communicate clearly to justify choices.			
									E:9-12:4: Create and collaborate effectively with others to develop a project that incorporates the diverse personal histories of the group. Manage the project, set goals, and develop a timeline.			



DANCE												
Artistic Process Creating						Anchor Standard 3 Refine and complete artistic work.						
Enduring Understanding Choreographers analyze, evaluate, refine, and document their work to communicate meaning.						Essential Question How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Explore changes of movement based on suggestions from teachers and peers and choices from dance vocabulary.			I:3-5:1: Revise created movement based on feedback from self and others, and justify revision choices.			I:6-8:1: Revise created work based on artistic intent, feedback from self and others, and articulate reasons for revisions.			I:9-12:1: Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent.			
I:P-2:2: Describe movement using pictures, symbols or available technology.			I:3-5:2: Describe various aspects of dance (e.g. patterns, levels, relationships of dancers, spacing).			I:6-8:2: Use a recognized system to document dance (e.g. writing, notation, oral, media).			I:9-12:2: Create a system to document and organize works of dance.			
									I:9-12:3: Use self-reflection and feedback from peers, teachers, and adjudicators to refine work.			
Expectations												
E:P-2:1: Work independently or collaboratively to create a symbolic representation of a dance movement done in class.			E:3-5:1: Make judgments and decisions in order to select creative material for dance work. Explain the decisions with clear communication.			E:6-8:1: Revise created work and support decisions with clear communication.			E:9-12:1: Analyze created work, decide what to revise, and communicate revision decisions with clear justification.			
E:P-2:2: Use information from created work to vary it using the BEST principles. Clearly communicate choices.			E:3-5:2: Revise created work and support decisions with clear communication.			E:6-8:2: Create dance work and journal or notate the process, managing goals and time.			E:9-12:2: Design a process for creating and organizing independent dance work.			
			E:3-5:3: Notate dance phrases using given information.			E:6-8:3: Create a system for documentation of independent dance work.			E:9-12:3: Create a media product for documenting, revising, and evaluating personal dance work.			
			E:3-5:4: Revise independent or collaborative work using feedback, adapting to change.			E:6-8:4: Revise independent or collaborative work using feedback, thereby showing flexibility.			E:9-12:4: Use and analyze information from feedback on independent or collaborative work in relation to artistic intent and whether it was clearly communicated.			

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Artistic Process Presenting						Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.						
Enduring Understanding Body, space, time and energy are basic elements of dance.						Essential Question How do dancers work with space, time and energy to communicate artistic expression?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify and demonstrate movement based on elements of dance: body, energy, space and time (BEST).				I:3-5:1: Use combinations of body, energy, space and time (BEST) to perform a variety of movements.			I:6-8:1: Increase movement vocabulary and using BEST and compare and contrast with a variety of genres and styles.			I:9-12:1: Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration.		
Expectations												
E:P-2:1: Explore different body uses (i.e., whole body, isolation, articulation, shapes) both independently and in small groups.				E:3-5:1: Use information from the BEST principles to explore and expand upon technique and vocabulary.			E:6-8:1: Be a self-directed learner and work independently to improve dance technique and expand movement vocabulary using the BEST principles.			E:9-12:1: Be a self-directed learner and increase and improve technical skills in solo and partnering work.		
E:P-2:2: Work independently to explore movements using different energies				E:3-5:2: Work independently to incorporate a variety of energies in performed movement.			E:6-8:2: Work independently to increase range of performance energies using different styles and genres.			E:9-12:2: Increase clarity of technique and complexity of performance sequences in different styles and genres.		
E:P-2:3: Work independently to explore changes of directions in movement.				E:3-5:3: Work independently to perform movements in a variety of different directions.			E:6-8:3: Demonstrate flexibility in ability to change directions and levels within a phrase or dance.			E:9-12:3: Communicate with an audience clearly through the use of refined performance skills.		
E:P-2:4: Work effectively and efficiently while moving with or within a group by maintaining personal space.				E:3-5:4: Work in small groups cooperatively to perform movements using a variety of spatial relationships.			E:6-8:4: Work collaboratively with others to perform a dance that includes a variety of spatial patterns and relationships.			E:9-12:4: Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble.		
E:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage.				E:3-5:5: Work independently and in small groups to vary the rhythm and speed of the same dance phrase.			E:6-8:5: Work collaboratively with others to perform a variety of rhythms, speeds, and phrasing.			E:9-12:5: Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression.		



DANCE												
Artistic Process Presenting						Anchor Standard 5 Develop and refine artistic 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 What must the dancer do to prepare the mind and body for artistic expression?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Demonstrate kinesthetic awareness and technical proficiency in dance movement.			I:3-5:1: Demonstrate kinesthetic awareness and technical proficiency in dance performance.			I:6-8:1: Embody technical dance skills to replicate, recall, and execute dance choreography.			I:9-12:1: Apply body-mind principles and technical dance skills to the performance of complex choreography.			
I:P-2:2: Demonstrate a variety of movements safely in personal (kinesphere) and general space.			I:3-5:2: Demonstrate and evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention.			I:6-8:2: Apply basic anatomical knowledge, spatial awareness and nutritional knowledge to promote safe and healthful strategies when warming up and dancing.			I:9-12:2: Apply anatomical principles and healthful practices to a range of technical dance skills, and follow a personal plan that supports health for everyday life.			
I:P-2:3: Complete simple dances from beginning to end, following teacher cues or models.			I:3-5:3: Collaborate and work creatively with others to analyze and refine artistic work.			I:6-8:3: Collaborate with peers to determine and document strategies for enhancing performance accuracy.			I:9-12:3: Plan and execute collaborative and independent rehearsal processes with attention to technical details and artistry.			
I:P-2:4: Explore knowledge and execution of performance competencies in dance.			I:3-5:4: Expand knowledge and execution of performance competencies in dance.			I:6-8:4: Display knowledge and execution of performance competencies in dance.			I:9-12:4: Demonstrate proficiency in dance form and technique, discuss ways in which proficiency affects dance performance.			
Expectations												
E:P-2:1: Demonstrate a range of locomotor and non-locomotor movements that require fundamental dance skills.			E:3-5:1: Memorize and perform dance phrases or dance works with technical accuracy.			E:6-8:1: Memorize and perform technically and artistically accurate dance phrases or dance works.			E:9-12:1: Memorize and perform technically and artistically accurate choreography.			
E:P-2:2: Work independently to recall, refine, and perform simple dance movement.			E:3-5:2: Recognize movement performed correctly and incorrectly (considering anatomy, alignment, safety).			E:6-8:2: Recognize the relationship of healthful practices, alignment and technical accuracy to injury prevention.			E:9-12:2: Create and follow a personal plan that supports healthy dancing and living (nutrition, warm-up, fitness, discipline, life-choices, stress, education, and goals).			
E:P-2:3: Explore how and why healthy nutrition is important in order for the body to move efficiently.			E:3-5:3: Develop fundamental knowledge about the value of warm up, nutrition, and preparing the body for dance.			E:6-8:3: Analyze how personal dance practices contribute to safe movement and injury prevention.			E:9-12:3: Analyze personal alignment strengths and weaknesses and create a remedial plan.			
E:P-2:4: Demonstrate awareness of, and move safely in, general and personal (kinesphere) space.			E:3-5:4: Safely adapt to change in a defined space and perceive spatial relationships to other dancers.			E:6-8:4: Be a self-directed learner and develop strategies for attaining greater clarity of performance.			E:9-12:4: Create an effective and efficient rehearsal process.			



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DANCE												
Artistic Process Presenting						Anchor Standard 6 Convey meaning through the presentation of artistic work.						
Enduring Understanding Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.						Essential Question How does a dancer heighten artistry in a public performance?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Dance for an audience following models and cues, demonstrating rehearsal and performance etiquette.			I:3-5:1: Dance for an audience in a variety of spaces, demonstrating rehearsal and performance etiquette.			I:6-8:1: Dance for a variety of audiences in a variety of venues demonstrating performance etiquette, techniques, and practices during class, rehearsal, and performance.			I:9-12:1: Dance for an audience demonstrating professional standards of performance etiquette and practices. Use a broad repertoire of strategies for audience connection.			
I:P-2:2: Determine the meaning or purpose of a dance and create production elements that help support them.			I:3-5:2: Determine the meaning, purpose or artistic intent of a dance and create production elements that support them.			I:6-8:2: Work collaboratively on the design of production elements that support the artistic intent and meaning of a dance.			I:9-12:2: Work collaboratively to produce dance works and concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.			
									I:9-12:3: Develop a professional portfolio that documents the rehearsal and performance process.			
Expectations												
E:P-2:1: Perform a dance for an audience with attention to clear communication of a story, poem, or song.			E:3-5:1: Perform dances for an audience with attention to clear communication of stories, poems, songs, and personal ideas.			E:6-8:1: Perform dances for audiences with the intent of communicating meaning clearly through articulate technique and projection.			E:9-12:1: Make decisions regarding the production elements that will support choreography. Focus on aspects of stage production such as lighting, sound, costuming, etc.			
E:P-2:2: Think creatively and assemble simple production elements such as props, scenery, posters, costumes, etc.			E:3-5:2: Think creatively and analyze artistic work to produce elements that support the work such as props, scenery, programs, posters, costumes, technology, media, etc.			E:6-8:2: Be a self-directed learner by assuming personal responsibility for rehearsal and performance (costumes, make-up, hair, personal warm-up).			E:9-12:2: Work effectively with diverse teams as a contributor to a production in roles such as rehearsal assistant, wardrobe mistress, stage manager, lighting designer, hair and makeup design, program design, marketing, etc.			
E:P-2:3: Interact with an audience in a formal or informal reflection activity.			E:3-5:3: Interact with an audience in a formal and informal reflection activity.			E:6-8:3: Manage goals and time as an effective participant and/or leader for class, rehearsal, and performance.			E:9-12:3: Manage a production and collaborate effectively with a team to produce a work of art, concert, or lecture-demonstration.			
						E:6-8:4: Demonstrate consistent application of performance competencies, such as awareness of space, physical discipline, and concentration in rehearsals and dance performances.			E:9-12:4: Perform a dance focusing on performance competencies, such as projection, ensemble awareness, expression in movement, and/or communication of choreographic intent.			
						E:6-8:5: Interact with an audience in a formal and informal reflection activity.			E:9-12:5: Interact with an audience in a formal and informal reflection activity.			



DANCE												
Artistic Process Responding						Anchor Standard 7 Perceive and analyze artistic work.						
Enduring Understanding Dance is perceived and analyzed to comprehend its meaning.						Essential Question How is dance understood?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify and apply guided criteria to evaluate choreography and performance.			I:3-5:1: Identify, create, and apply criteria to evaluate choreography and performance.			I:6-8:1: Describe and demonstrate patterns of movement and their connection to context and choreographic intent.			I:9-12:1: Analyze choreography for structure, meaning, and artistic intent.			
I:P-2:2: Identify movement vocabulary of different genres and cultures.			I:3-5:2: Describe movement characteristics of multiple genres, cultures, and styles.			I:6-8:2: Describe movement characteristics of multiple genres, cultures, and styles as they relate to choreographic intent.			I:9-12:2: Analyze how dance communicates aesthetic and cultural values using specific dance terminology.			
Expectations												
E:P-2:1: Communicate clearly and describe what is seen, heard, felt, and experienced when observing a dance.			E:3-5:1: Work independently to observe a performance of dance work; analyze and describe how the elements of dance are used.			E:6-8:1: Make judgments about how patterns in a dance help to communicate artistic intent.			E:9-12:1: Think critically in order to analyze the structure of complex choreographic works.			
E:P-2:2: Using guided information from aesthetic principles, identify repeated movements, unity, variety, and sequences in an observed or experienced dance.			E:3-5:2: Use information from dance terminology to describe patterns in a dance.			E:6-8:2: Use information from dance terminology and movement descriptors to discuss possible meanings of a dance.			E:9-12:2: Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography.			
E:P-2:3: Using information from BEST principles, identify and describe shapes and levels in an observed or experienced dance. Apply technology by capturing descriptions in a given organizational tool.			E:3-5:3: Apply technology effectively by developing an organizer for recording observed or experienced patterns in a dance.			E:6-8:3: Apply technology effectively by creating a compare and contrast instrument for describing characteristics of various styles of dance.			E:9-12:3: Apply technology effectively by creating an instrument for capturing analysis of how meaning is communicated in different dance styles.			
E:P-2:4: Using critical thinking, observe and examine and explain differences in movements of two contrasting dances.			E:3-5:4: Using information from BEST principles, identify and describe qualities of movement of various dances.			E:6-8:4: Using information from BEST principles, compare and contrast how elements of dance are used within a dance.			E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.			
						E:6-8:5: Work collaboratively with others to re-create patterns and movements observed in a dance.			E:9-12:5: Work independently to analyze the choreographic structure of a dance and create a new dance using that structure.			



DANCE												
Artistic Process Responding					Anchor Standard 8 Interpret intent and meaning in artistic work.							
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.					Essential Question How is dance interpreted?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify meaning and intent in an observed dance using simple dance terminology.			I:3-5:1: Identify and define the main/central idea of an observed dance using dance terminology.			I:6-8:1: Using dance terminology, explain how artistic intent is achieved through the use of the elements of dance, technique, and intent.			I:9-12:1: Analyze and interpret artistic expression, using dance terminology, across genres, styles, or cultural movement practices with attention to intent and meaning.			
Expectations												
E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.			E:3-5:1: Interact effectively with others and discuss possible meanings and choreographic intent of an observed dance.			E:6-8:1: Using information from dance and non-dance vocabulary, describe how the elements of dance are used in an observed dance.			E:9-12:1: Communicate clearly and explain how social and historical context contribute to the meaning of a dance.			
E:P-2:2: Reason effectively and clearly communicate how a particular movement or part of a dance makes you feel as a participant.			E:3-5:2: Analyze a recorded or performed dance in order to discuss movement qualities and structure.			E:6-8:2: Make judgments and decisions regarding the possible meanings of an observed dance, justify by relating these meanings to specific moments in the dance.			E:9-12:2: Think critically and compare and contrast artistic expression in a variety of different dances.			
E:P-2:3: Make judgments and decisions as to how performance quality communicates meaning in an observed dance.			E:3-5:3: Identify and explain why a moment in a dance had personal meaning or response.			E:6-8:3: Analyze choreographic intent in a variety of contrasting dances.			E:9-12:3: Work collaboratively to make judgments and decisions in order to justify various interpretations of the same dance, interacting effectively with others.			
E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.			E:3-5:4: Clearly communicate how a dancer's technique conveys artistic expression and clarity in an observed dance.			E:6-8:4: Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance.			E:9-12:4: Reason effectively and explain how refinements beyond technique contribute to artistic expression, communication of intent, and meaning in a dance.			

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DANCE												
Artistic Process Responding						Anchor Standard 9 Apply criteria to evaluate artistic work.						
Enduring Understanding Criteria for evaluating dance vary across genres, styles, and cultures.						Essential Question What criteria are used to evaluate dance?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Identify and apply criteria for making aesthetic judgments in dance.			I:3-5:1: Identify, analyze, and apply criteria for making aesthetic judgments in dance.			I:6-8:1: Create, analyze, and apply criteria for making aesthetic judgments in dance.			I:9-12:1: Critically examine and document personal efforts in choreography and performance.			
Expectations												
E:P-2:1: Make judgments and decisions as to how costume, hair, make-up, sets, lighting, music, etc. contribute to the meaning of a dance. Discuss decisions.			E:3-5:1: Make judgments and decisions as to how costume, make-up, sets, lighting, music, etc. make a dance successful. Discuss decisions.			E:6-8:1: Evaluate the relationship of costume, make-up, sets, lighting, music, etc. to the meaning of a dance.			E:9-12:1: Think creatively and critically to develop and justify personal criteria for evaluating a dance.			
E:P-2:2: Use information from guided criteria to evaluate a dance based on communication of meaning or intent.			E:3-5:2: Use information from given criteria to evaluate a dance based on communication or theme, ideas, structure, and intent.			E:6-8:2: Collaborate to create criteria for evaluating a dance, and apply those criteria to an observed dance.			E:9-12:2: Make judgments and decisions in order to write an aesthetic analysis of a choreographic work.			
E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances.			E:3-5:3: Recognize and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances.			E:6-8:3: Select and use aesthetic criteria to evaluate personal performances, improvised and choreographed, and the performance of others.			E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.			
E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood or communicate concepts.			E:3-5:4: Think critically and describe how selection of the elements of dance and choreographic forms affects personal performances, improvisations, and choreography.			E:6-8:4: Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography.			E:9-12:4: Make judgments and decisions regarding personal choreography and create and justify a plan to strengthen the work, managing goals and time efficiently and effectively.			
E:P-2:5: Engage appropriately as an audience participant in formal and informal settings.			E:3-5:5: Engage appropriately as an audience participant in formal and informal settings.			E:6-8:5: Engage appropriately as an audience participant in formal and informal settings.			E:9-12:5: Engage appropriately as an audience participant in formal and informal settings.			



DANCE													
Artistic Process Connecting					Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.								
Enduring Understanding As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.					Essential Question How does dance deepen our understanding of ourselves, other knowledge, and events around us?								
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators													
I:P-2:1: Create, describe, and perform a dance to express personal meaning.					I:3-5:1: Observe or experience a variety of dance performances and describe the feelings and ideas that are evoked by the experience.			I:6-8:1: Connect the concepts of a variety of dances with personal perspectives.			I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.		
I:P-2:2: Observe or experience a work of art to identify ideas as a basis for creating dance movement.					I:3-5:2: Access and use research information as impetus for creating meaningful dance.			I:6-8:2: Create and document a dance study exploring contrasting ideas based on research.			I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.		
Expectations													
E:P-2:1: Demonstrate basic locomotor and non-locomotor movements and assign personal meaning to the way the movement makes you feel.					E:3-5:1: Observe a dance and discuss how feelings and ideas relate to your personal experience.			E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.			E:9-12:1: Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making.		
E:P-2:2: Create, describe, and perform a dance about personal experiences. i.e. going to the park, a ball game, a birthday party, a family event.					E:3-5:2: Think creatively to develop individual dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings.			E:6-8:2: Work independently to identify different aspects of personal interests and identity and use the information to create a dance that expresses the self.			E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance.		
E:P-2:3: Use works of art, literature, science, or current events as inspiration to create dance movement.					E:3-5:3: Use information from research in other disciplines as inspiration to create dance that has meaning.			E:6-8:3: Examine literature, scientific texts, artistic works, current events, etc., and communicate that information through a dance created collaboratively with others.			E:9-12:3: Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information.		
E:P-2:4: Identify and communicate reasons to create dance outside of school.					E:3-5:4: Identify and communicate reasons to create dance outside of school.			E:6-8:4: Identify and communicate reasons to create dance outside of school.			E:9-12:4: Identify and communicate reasons to create dance outside of school.		



DANCE												
Artistic Process Connecting					Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
Enduring Understanding Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.					Essential Question How does knowing about societal, cultural, historical and community experiences expand dance literacy?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Demonstrate knowledge of dances from a variety of cultures, societies, and history.			I:3-5:1: Demonstrate knowledge of the contexts of dances from a variety of cultures, societies, and history.			I:6-8:1: Compare and contrast the contexts of dances from a variety of cultures, societies, and histories.			I:9-12:1: Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy.			
I:P-2:2: Relate dance to history, society, and personal experience.			I:3-5:1: Relate dance to society and history.			I:6-8:2: Explain how dance reflects and influences history and society.			I:9-12:2: Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective.			
I:P-2:3: Describe the relationships of dance to other arts subjects in school.			I:3-5:1: Describe the relationships of dance to music, theatre, the visual arts, media arts and other disciplines.			I:6-8:3: Describe the relationships of dance to music, theatre, visual arts, media arts, and other disciplines.			I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.			
Expectations												
E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.			E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.			E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.			E:9-12:1: Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa.			
E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.			E:3-5:2: Apply dance literacy through performing a variety of forms and styles of dance.			E:6-8:2: Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance.			E:9-12:2: Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy.			
E:P-2:3: Reason effectively to recognize dance as a form of expression and explain why people dance.			E:3-5:3: Work collaboratively with others to perform and explain the meaning of dances from cultures related to general classroom studies.			E:6-8:3: Analyze how various media have affected the development of dance.			E:9-12:3: Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school).			
E:P-2:4: Compare and contrast cultural purposes for creating by examining dance from different times and places.			E:3-5:4: Analyze and infer how dance is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:4: Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.			E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).			
									E:9-12:5: Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society.			



Dance Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

Where do choreographers get ideas for dances?

PK

K

1

2

Developmental Level: Exposure

Indicators

I:P-2:1: Demonstrate the ability to create and perform dance through exploration of a variety of stimuli.

I:P-2:2: Develop the ability to combine the elements of dance to create movement.

Expectations

E:P-2:1: Solve movement problems by responding to stimuli. (e.g., nature, feelings, personal experience)

E:P-2:2: Act on creative ideas through guided work with shapes in locomotor and non-locomotor forms.

E:P-2:3: Act on creative movement ideas through play, using a variety of shapes, levels, energies, and timing.

E:P-2:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question

What influences choice-making when creating choreography?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

- I:P-2:1: Create dance by improvising alone or with others.
- I:P-2:2: Apply and recognize compositional form in dance.

Expectations

- E:P-2:1: Improvise independently, using shapes and levels, to create dance movement.
- E:P-2:2: Improvise collaboratively with a partner to create dance phrases that have a beginning, middle, and end.
- E:P-2:3: Demonstrate flexibility in thinking by creating different ways to begin and end a dance.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Describe movement using pictures, symbols or available technology.

I:P-2:2: Explore changes of movement based on suggestions from teachers and peers and choices from dance vocabulary.

Expectations

E:P-2:1: Work independently or collaboratively to create a symbolic representation of a dance movement done in class.

E:P-2:2: Use information from created work to vary it using the BEST principles. Clearly communicate choices.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Identify and demonstrate movement based on elements of dance: body, energy, space and time (BEST).

Expectations

E:P-2:1: Explore different body uses (i.e., whole body, isolation, articulation, shapes) both independently and in small groups.

E:P-2:2: Work independently to explore movements using different energies.

E:P-2:3: Work independently to explore changes of directions in movement.

E:P-2:4: Work effectively and efficiently while moving with or within a group by maintaining personal space.

E:P-2:5: Vary rhythm and speed while performing movements to show flexibility in time usage.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

PK

K

1

2

Developmental Level: Exposure

Indicators

I:P-2:1: Demonstrate kinesthetic awareness and technical proficiency in dance movement.

I:P-2:2: Demonstrate a variety of movements safely in personal (kinesphere) and general space.

I:P-2:3: Complete simple dances from beginning to end, following teacher cues or models.

I:P-2:4: Explore knowledge and execution of performance competencies in dance.

Expectations

E:P-2:1: Demonstrate a range of locomotor and non-locomotor movements that require fundamental dance skills.

E:P-2:2: Work independently to recall, refine, and perform simple dance movement.

E:P-2:3: Explore how and why healthy nutrition is important in order for the body to move efficiently.

E:P-2:4: Demonstrate awareness of, and move safely in, general and personal (kinesphere) space.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Dance for an audience following models and cues, demonstrating rehearsal and performance etiquette.

I:P-2:2: Determine the meaning or purpose of a dance and create production elements that help support them.

Expectations

E:P-2:1: Perform a dance for an audience with attention to clear communication of a story, poem, or song.

E:P-2:2: Think creatively and assemble simple production elements such as props, scenery, posters, costumes, etc.

E:P-2:3: Interact with an audience in a formal or informal reflection activity.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Identify and apply guided criteria to evaluate choreography and performance.

I:P-2:2: Identify movement vocabulary of different genres and cultures.

Expectations

E:P-2:1: Communicate clearly and describe what is seen, heard, felt, and experienced when observing a dance.

E:P-2:2: Using guided information from aesthetic principles, identify repeated movements, unity, variety, and sequences in an observed or experienced dance.

E:P-2:3: Using information from BEST principles, identify and describe shapes and levels in an observed or experienced dance. Apply technology by capturing descriptions in a given organizational tool.

E:P-2:4: Using critical thinking, observe and examine and explain differences in movements of two contrasting dances.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

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.

Essential Question

How is dance interpreted?

PK

K

1

2

Developmental Level: Exposure

Indicators

I:P-2:1: Identify meaning and intent in an observed dance using simple dance terminology.

Expectations

E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.

E:P-2:2: Reason effectively and clearly communicate how a particular movement or part of a dance makes you feel as a participant.

E:P-2:3: Make judgments and decisions as to how performance quality communicates meaning in an observed dance.

E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Identify and apply criteria for making aesthetic judgments in dance.

Expectations

E:P-2:1: Make judgments and decisions as to how costume, hair, make-up, sets, lighting, music, etc. contribute to the meaning of a dance. Discuss decisions.

E:P-2:2: Use information from guided criteria to evaluate a dance based on communication of meaning or intent.

E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances.

E:P-2:4: Think critically and describe how the elements of dance are combined in observed performances to create mood or communicate concepts.

E:P-2:5: Engage appropriately as an audience participant in formal and informal settings.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Create, describe, and perform a dance to express personal meaning.

I:P-2:2: Observe or experience a work of art to identify ideas as a basis for creating dance movement.

Expectations

E:P-2:1: Demonstrate basic locomotor and non-locomotor movements and assign personal meaning to the way the movement makes you feel.

E:P-2:2: Create, describe, and perform a dance about personal experiences. i.e. going to the park, a ball game, a birthday party, a family event.

E:P-2:3: Use works of art, literature, science, or current events as inspiration to create dance movement.

E:P-2:4: Identify and communicate reasons to create dance outside of school.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

Indicators

I:P-2:1: Demonstrate knowledge of dances from a variety of cultures, societies, and history.

I:P-2:2: Relate dance to history, society, and personal experience.

I:P-2:3: Describe the relationships of dance to other arts subjects in school.

Expectations

E:P-2:1: Act on creative ideas to describe and create movement that expresses elements of your personal heritage.

E:P-2:2: Act on creative ideas to describe and create movement that expresses elements and characteristics of your community.

E:P-2:3: Reason effectively to recognize dance as a form of expression and explain why people dance.

E:P-2:4: Compare and contrast cultural purposes for creating by examining dance from different times and places.



Dance Standards Grades 3-5
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

Where do choreographers get ideas for dances?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Demonstrate the ability to create and perform dance through guided and self- exploration of a variety of stimuli.

I:3-5:2: Develop the ability to solve movement problems.

Expectations

E:3-5:1: Demonstrate flexibility by improvising phrases from a variety of criteria.

E:3-5:2: Think critically to create phrases from student- identified criteria.

E:3-5:3: Collaborate with a partner to improvise movement using shadowing and mirroring.

E:3-5:4: Demonstrate creative solutions to movement problems by working independently and collaboratively with others.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question

What influences choice-making when creating choreography?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Use the elements of dance and choreographic forms to create dance and explain its meaning or main idea.

I:3-5:2: Modify dance phrases and discuss the reasons and effectiveness of choices.

Expectations

E:3-5:1: Using information from the elements of dance (BEST), innovate through improvisation, a phrase that has meaning.

E:3-5:2: Modify dance phrases, and discuss the reasons for the modifications as well as the effectiveness of artistic choices.

E:3-5:3: Innovate and act on a dance idea by creating a phrase inspired by the idea. Explain and support choices with clear communication.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Revise created movement based on feedback from self and others and justify revision choices.

I:3-5:2: Describe various aspects of dance (e.g. patterns, levels, relationships of dancers, spacing).

Expectations

E:3-5:1: Make judgments and decisions in order to select creative material for dance work. Explain the decisions with clear communication.

E:3-5:2: Revise created work and support decisions with clear communication.

E:3-5:3: Notate dance phrases using given information.

E:3-5:4: Revise independent or collaborative work using feedback, adapting to change.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Use combinations of body, energy, space and time (BEST) to perform a variety of movements.

Expectations

E:3-5:1: Use information from the BEST principles to explore and expand upon technique and vocabulary.

E:3-5:2: Work independently to incorporate a variety of energies in performed movement.

E:3-5:3: Work independently to perform movements in a variety of different directions.

E:3-5:4: Work in small groups cooperatively to perform movements using a variety of spatial relationships.

E:3-5:5: Work independently and in small groups to vary the rhythm and speed of the same dance phrase.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Demonstrate kinesthetic awareness and technical proficiency in dance performance.

I:3-5:2: Demonstrate and evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.

I:3-5:3: Collaborate and work creatively with others to analyze and refine artistic work.

I:3-5:4: Expand knowledge and execution of performance competencies in dance.

Expectations

E:3-5:1: Memorize and perform dance phrases or dance works with technical accuracy.

E:3-5:2: Recognize movement performed correctly and incorrectly (considering anatomy, alignment, safety).

E:3-5:3: Develop fundamental knowledge about the value of warm up, nutrition, and preparing the body for dance.

E:3-5:4: Safely adapt to change in a defined space and perceive spatial relationships to other dancers.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Dance for an audience in a variety of spaces, demonstrating rehearsal, and performance etiquette.

I:3-5:2: Determine the meaning, purpose or artistic intent of a dance, and create production elements that support them.

Expectations

E:3-5:1: Perform dances for an audience with attention to clear communication of stories, poems, songs, and personal ideas.

E:3-5:2: Think creatively and analyze artistic work to produce elements that support the work such as props, scenery, program, posters, costumes, technology, media, etc.

E:3-5:3: Interact with an audience in a formal and informal reflection activity.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Identify, create, and apply criteria to evaluate choreography and performance.

I:3-5:2: Describe movement characteristics of multiple genres, cultures, and styles.

Expectations

E:3-5:1: Work independently to observe a performance of dance work; analyze and describe how the elements of dance are used.

E:3-5:2: Use information from dance terminology to describe patterns in a dance.

E:3-5:3: Apply technology effectively by developing an organizer for recording observed or experienced patterns in a dance.

E:3-5:4: Using information from BEST principles, identify and describe qualities of movement of various dances.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

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.

Essential Question

How is dance interpreted?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Identify and define the main/central idea of an observed dance using dance terminology.

Expectations

E:3-5:1: Interact effectively with others and discuss possible meanings and choreographic intent of an observed dance.

E:3-5:2: Analyze a recorded or performed dance in order to discuss movement qualities and structure.

E:3-5:3: Identify and explain why a moment in a dance had personal meaning or response.

E:3-5:4: Clearly communicate how a dancer’s technique conveys artistic expression and clarity in an observed dance.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Identify, analyze, and apply criteria for making aesthetic judgments in dance.

Expectations

E:3-5:1: Make judgments and decisions as to how costume, make-up, sets, lighting, music, etc. make a dance successful. Discuss decisions.

E:3-5:2: Use information from given criteria to evaluate a dance based on communication or theme, ideas, structure, and intent.

E:3-5:3: Recognize and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances.

E:3-5:4: Think critically and describe how selection of the elements of dance and choreographic forms affects personal performances, improvisations, and choreography.

E:3-5:5: Engage appropriately as an audience participant in formal and informal settings.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Observe or experience a variety of dance performances and describe the feelings and ideas that are evoked by the experience.

I:3-5:2: Access and use research information as impetus for creating meaningful dance.

Expectations

E:3-5:1: Observe a dance and discuss how feelings and ideas relate to your personal experience.

E:3-5:2: Think creatively to develop individual dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings.

E:3-5:3: Use information from research in other disciplines as inspiration to create dance that has meaning.

E:3-5:4: Identify and communicate reasons to create dance outside of school.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Demonstrate knowledge of the contexts of dances from a variety of cultures, societies, and history.

I:3-5:2: Relate dance to society and history.

I:3-5:3: Describe the relationships of dance to music, theatre, the visual arts, media arts, and other disciplines.

Expectations

E:3-5:1: Work independently and collaboratively to experience different social, historical, and cultural forms of dance, making a personal connection.

E:3-5:2: Apply dance literacy through performing a variety of forms and styles of dance.

E:3-5:3: Work collaboratively with others to perform and explain the meaning of dances from cultures related to general classroom studies.

E:3-5:4: Analyze and infer how dance is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Dance Standards Grades 6-8
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

Where do choreographers get ideas for dances?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Demonstrate the ability to use improvisation, perceptual skills, and a variety of stimuli to create and perform dance.

I:6-8:2: Use movement vocabulary and dance terminology to create and articulate work with artistic intent.

Expectations

E:6-8:1: Demonstrate flexibility by improvising phrases of varying length from given criteria.

E:6-8:2: Think critically to create phrases from student-identified criteria.

E:6-8:3: Improvise using the information from a given phrase to create contrasting sections.

E:6-8:4: Demonstrate flexibility in solving movement problems by working independently and collaboratively to find different solutions.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question

What influences choice-making when creating choreography?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Use fundamentals of composition to create dance in a variety of forms and explain reasons for movement choices and organization.

I:6-8:2: Determine and apply artistic criteria to create dance and evaluate its artistic effectiveness.

Expectations

E:6-8:1: Create, manipulate, and perform movement phrases using information from the elements of dance. (BEST)

E:6-8:2: Produce a floor plan for an original independent or collaborative composition and perform the composition following the floor plan.

E:6-8:3: Work independently to decide on a personal set of artistic criteria. Create a phrase utilizing the criteria and communicate choices clearly.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Enduring Understanding

Essential Question

Creating

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Revise created work based on artistic intent, feedback from self and others, and articulate reasons for revisions.

I:6-8:2: Use a recognized system to document dance (e.g. writing, notation, oral, media).

Expectations

E:6-8:1: Revise created work and support decisions with clear communication.

E:6-8:2: Create dance work and journal or notate the process, managing goals and time.

E:6-8:3: Create a system for documentation of independent dance work.

E:6-8:4: Revise independent or collaborative work using feedback, thereby showing flexibility.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Increase movement vocabulary and using BEST and compare and contrast with a variety of genres and styles.

Expectations

E:6-8:1: Be a self- directed learner and work independently to improve dance technique and expand movement vocabulary using the BEST principles.

E:6-8:2: Work independently to increase range of performance energies using different styles and genres.

E:6-8:3: Demonstrate flexibility in ability to change directions and levels within a phrase or dance.

E:6-8:4: Work collaboratively with others to perform a dance that includes a variety of spatial patterns and relationships.

E:6-8:5: Work collaboratively with others to perform a variety of rhythms, speeds, and phrasing.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Embody technical dance skills to replicate, recall, and execute dance choreography.

I:6-8:2: Apply basic anatomical knowledge, spatial awareness, and nutritional knowledge to promote safe and healthful strategies when warming up and dancing.

I:6-8:3: Collaborate with peers to determine and document strategies for enhancing performance accuracy.

I:6-8:4: Display knowledge and execution of performance competencies in dance.

Expectations

E:6-8:1: Memorize and perform technically and artistically accurate dance phrases or dance works.

E:6-8:2: Recognize the relationship of healthful practices, alignment, and technical accuracy to injury prevention.

E:6-8:3: Analyze how personal dance practices contribute to safe movement and injury prevention.

E:6-8:4: Be a self-directed learner and develop strategies for attaining greater clarity of performance.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Dance for a variety of audiences in a variety of venues demonstrating performance etiquette, techniques, and practices during class, rehearsal, and performance.

I:6-8:2: Work collaboratively on the design of production elements that support the artistic intent and meaning of a dance.

Expectations

E:6-8:1: Perform dances for audiences with the intent of communicating meaning clearly through articulate technique and projection.

E:6-8:2: Be a self-directed learner by assuming personal responsibility for rehearsal and performance (costumes, make-up, hair, personal warm-up).

E:6-8:3: Manage goals and time as an effective participant and/or leader for class, rehearsal, and performance.

E:6-8:4: Demonstrate consistent application of performance competencies, such as awareness of space, physical discipline, and concentration in rehearsals and dance performances.

E:6-8:5: Interact with an audience in a formal and informal reflection activity.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Describe and demonstrate patterns of movement and their connection to context and choreographic intent.

I:6-8:2: Describe movement characteristics of multiple genres, cultures, and styles as they relate to choreographic intent.

Expectations

E:6-8:1: Make judgments about how patterns in a dance help to communicate artistic intent.

E:6-8:2: Use information from dance terminology and movement descriptors to discuss possible meanings of a dance.

E:6-8:3: Apply technology effectively by creating a compare and contrast instrument for describing characteristics of various styles of dance.

E:6-8:4: Using information from BEST principles, compare and contrast how elements of dance are used within a dance.

E:6-8:5: Work collaboratively with others to re-create patterns and movements observed in a dance.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

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.

Essential Question

How is dance interpreted?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Using dance terminology, explain how artistic intent is achieved through the use of the elements of dance, technique, and intent.

Expectations

E:6-8:1: Using information from dance and non-dance vocabulary, describe how the elements of dance are used in an observed dance

E:6-8:2: Make judgments and decisions regarding the possible meanings of an observed dance, justify by relating these meanings to specific moments in the dance.

E:6-8:3: Analyze choreographic intent in a variety of contrasting dances.

E:6-8:4: Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Create, analyze, and apply criteria for making aesthetic judgments in dance.

Expectations

E:6-8:1: Evaluate the relationship of costume, make-up, sets, lighting, music, etc. to the meaning of a dance.

E:6-8:2: Collaborate to create criteria for evaluating a dance, and apply those criteria to an observed dance.

E:6-8:3: Select and use aesthetic criteria to evaluate personal performances, improvised and choreographed, and the performance of others.

E:6-8:4: Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography.

E:6-8:5: Engage appropriately as an audience participant in formal and informal settings.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Connect the concepts of a variety of dances with personal perspectives.

I:6-8:2: Create and document a dance study exploring contrasting ideas based on research.

Expectations

E:6-8:1: Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning.

E:6-8:2: Work independently to identify different aspects of personal interests and identity, and use the information to create a dance that expresses the self.

E:6-8:3: Examine literature, scientific texts, artistic works, current events, etc., and communicate that information through a dance created collaboratively with others.

E:6-8:4: Identify and communicate reasons to create dance outside of school.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Compare and contrast the contexts of dances from a variety of cultures, societies, and histories.

I:6-8:2: Explain how dance reflects and influences history and society.

I:6-8:3: Describe the relationships of dance to music, theatre, visual arts, media arts, and other disciplines.

Expectations

E:6-8:1: Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance.

E:6-8:2: Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance.

E:6-8:3: Analyze how various media have affected the development of dance.

E:6-8:4: Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Dance Standards Grades 9-12
Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question

Where do choreographers get ideas for dances?

High School Proficient

High School Accomplished

High School Advanced

Excellence

Entrepreneurship

Indicators

I:9-12:1: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.

I:9-12:2: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.

Expectations

E:9-12:1: Use information from choreographed dance phrases to improvise variations or expand on the movement.

E:9-12:2: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.

E:9-12:3: Investigate movement elements that define a particular style, technique, or genre of dance. Choreograph phrases that are complementary with the accessed information.

E:9-12:4: Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others.



Anchor Standard 2

Organize and develop artistic ideas and work.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
Creating	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	What influences choice-making when creating choreography?
High School Proficient	High School Accomplished	High School Advanced
	Excellence	Entrepreneurship

Indicators

I:9-12:1: Demonstrate and justify personal movement choice by combining the elements of dance, aesthetic principles, and choreographic forms of dance to communicate artistic intent.

I:9-12:2: Develop an artistic statement for original work and explain how movement choices support the artistic statement.

Expectations

E:9-12:1: Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD).

E:9-12:2: Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work.

E:9-12:3: Develop a short, independent (personal) manifesto for creating dance, act on the idea by choreographing and organizing movement that illustrates it, and communicate clearly to justify choices.



Anchor Standard 3

Refine and complete artistic work.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
Creating	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
High School Proficient	High School Accomplished	High School Advanced
	Excellence	Entrepreneurship

Indicators

- I:9-12:1: Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent.
- I:9-12:2: Create a system to document and organize works of dance.
- I:9-12:3: Use self-reflection and feedback from peers, teachers, and adjudicators to refine work.

Expectations

- E:9-12:1: Analyze created work, decide what to revise, and communicate revision decisions with clear justification.
- E:9-12:2: Design a process for creating and organizing independent dance work.
- E:9-12:3: Create a media product for documenting, revising, and evaluating personal dance work.
- E:9-12:4: Use and analyze information from feedback on independent or collaborative work in relation to artistic intent and whether it was clearly communicated.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Body, Space, time and energy are basic elements of dance.

Essential Question

How do dancers work with space, time and energy to communicate artistic expression?

High School Proficient

High School Accomplished

High School Advanced

Excellence

Entrepreneurship

Indicators

I:9-12:1: Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration.

Expectations

E:9-12:1: Be a self-directed learner and increase and improve technical skills in solo and partnering work.

E:9-12:2: Increase clarity of technique and complexity of performance sequences in different styles and genres.

E:9-12:3: Communicate with an audience clearly through the use of refined performance skills.

E:9-12:4: Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble.

E:9-12:5: Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question

What must the dancer do to prepare the mind and body for artistic expression?

High School Proficient

High School Accomplished

High School Advanced

Excellence

Entrepreneurship

Indicators

I:9-12:1: Apply body-mind principles and technical dance skills to the performance of complex choreography.

I:9-12:2: Apply anatomical principles and healthful practices to a range of technical dance skills, and follow a personal plan that supports health for everyday life.

I:9-12:3: Plan and execute collaborative and independent rehearsal processes with attention to technical details and artistry.

I:9-12:4: Demonstrate proficiency in dance form and technique; discuss ways in which proficiency affects dance performance.

Expectations

E:9-12:1: Memorize and perform technically and artistically accurate choreography.

E:9-12:2: Create and follow a personal plan that supports healthy dancing and living (nutrition, warm-up, fitness, discipline, life-choices, stress, education, and goals).

E:9-12:3: Analyze personal alignment strengths and weaknesses and create a remedial plan.

E:9-12:4: Create an effective and efficient rehearsal process.



Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

How does a dancer heighten artistry in a public performance?

High School Proficient

High School Accomplished

High School Advanced

Excellence

Entrepreneurship

Indicators

I:9-12:1: Dance for an audience demonstrating professional standards of performance etiquette and practices. Use a broad repertoire of strategies for audience connection.

I:9-12:2: Work collaboratively to produce dance works and concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.

I:9-12:3: Develop a professional portfolio that documents the rehearsal and performance process.

Expectations

E:9-12:1: Make decisions regarding the production elements that will support choreography. Focus on aspects of stage production such as lighting, sound, costuming, etc.

E:9-12:2: Work effectively with diverse teams as a contributor to a production in roles such as rehearsal assistant, wardrobe mistress, stage manager, lighting designer, hair and makeup design, program design, marketing, etc.

E:9-12:3: Manage a production and collaborate effectively with a team to produce a work of art, concert, or lecture-demonstration.

E:9-12:4: Perform a dance focusing on performance competencies, such as projection, ensemble awareness, expression in movement, and/or communication of choreographic intent.

E:9-12:5: Interact with an audience in a formal and informal reflection activity.



Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Essential Question

How is dance understood?

High School Proficient	High School Accomplished	High School Advanced
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Excellence

Entrepreneurship

Indicators

I:9-12:1: Analyze choreography for structure, meaning, and artistic intent.

I:9-12:2: Analyze how dance communicates aesthetic and cultural values using specific dance terminology.

Expectations

E:9-12:1: Think critically in order to analyze the structure of complex choreographic works.

E:9-12:2: Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography.

E:9-12:3: Apply technology effectively by creating an instrument for capturing analysis of how meaning is communicated in different dance styles.

E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.

E:9-12:5: Work independently to analyze the choreographic structure of a dance and create a new dance using that structure.



Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

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.

Essential Question

How is dance interpreted?

High School Proficient	High School Accomplished	High School Advanced
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Excellence

Entrepreneurship

Indicators

I:9-12:1: Analyze and interpret artistic expression, using dance terminology, across genres, styles, or cultural movement practices with attention to intent and meaning.

Expectations

E:9-12:1: Communicate clearly and explain how social and historical context contribute to the meaning of a dance.

E:9-12:2: Think critically and compare and contrast artistic expression in a variety of different dances.

E:9-12:3: Work collaboratively to make judgments and decisions in order to justify various interpretations of the same dance, interacting effectively with others.

E:9-12:4: Reason effectively and explain how refinements beyond technique contribute to artistic expression, communication of intent, and meaning in a dance.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

Enduring Understanding

Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question

What criteria are used to evaluate dance?

High School Proficient	High School Accomplished	High School Advanced
	Excellence	Entrepreneurship

Indicators

I:9-12:1: Critically examine and document personal efforts in choreography and performance.

Expectations

E:9-12:1: Think creatively and critically to develop and justify personal criteria for evaluating a dance.

E:9-12:2: Make judgments and decisions in order to write an aesthetic analysis of a choreographic work.

E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.

E:9-12:4: Make judgments and decisions regarding personal choreography and create and justify a plan to strengthen the work, managing goals and time efficiently and effectively.

E:9-12:5: Engage appropriately as an audience participant in formal and informal settings.



Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

Enduring Understanding

As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

High School Proficient

High School Accomplished

High School Advanced

Excellence

Entrepreneurship

Indicators

I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.

I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.

Expectations

E:9-12:1: Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making.

E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance.

E:9-12:3: Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information.

E:9-12:4: Identify and communicate reasons to create dance outside of school.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

High School Proficient	High School Accomplished	High School Advanced
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Excellence

Entrepreneurship

Indicators

I:9-12:1: Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy.

I:9-12:2: Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective.

I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

Expectations

E:9-12:1: Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa.

E:9-12:2: Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy.

E:9-12:3: Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school).

E:9-12:4: Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center).

E:9-12:5: Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society.



Glossary of Dance Terminology

Aesthetic judgments

Judgments about the aesthetics of choreography, judgements about a dance's impact or beauty.

Articulate

Express (an idea or feeling) fluently and coherently, (of a person or a person's words) having or showing the ability to speak fluently and coherently.

BEST principles

Body, Energy, Space, and Time

Elements of dance

The elements of dance are the foundational concepts and vocabulary for developing movement skills as well as understanding dance as an art form.

Fundamental dance skills

1. non-locomotor movement – movement we make without moving from one place to another;
2. locomotor movement – movements we make as we move from one place to another;
3. body awareness

Fundamentals of composition

In relation to time, force, space, and kinesthesia.



Given organizer

Graphic organizers used to assist students with organizing information and thoughts.

Guided criteria

Criteria that is generated by and facilitated by the teacher or a resource.

Kinesphere

The space of the kinesphere is voluminous and surrounds the body like a bubble.

Personal meaning

Having to do with something personal to the students, an experience, a feeling, an event, an opinion.

Reason effectively – 21st Century Skill

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Technical dance skills

Technical skill is the ability to control what the body does. Proper technique underpins every movement in dance. It makes the work look easy to an audience and helps to develop physical facility.



Technical proficiency

Must be able to apply the technical knowledge and skills required in dance in order to achieve the expected outputs.

Think creatively

Thinking creatively is a state of mind that enables you to approach tasks, problems, and situations with openness to alternatives.

Think critically - 21st Century Skill

- Critical thinking is the ability to think clearly and rationally about what to do or what to believe.
- It includes the ability to engage in reflective and independent thinking.
- Someone with critical thinking skills is able to do the following: understand the logical connections between ideas.

21st Century Skill definition

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.