

Dance Standards Grades P-12

							DA	NCE						
		Artistic		s						Anchor Stand				
		Crea	ting				e	Generate	and co	nceptualize a	rtistic ideas and v	work.		
	Endı	ıring Un	dersta	nding						Essential Que	estion			
Chore				y of sourc	ces as			Where	do chor	eographers g	et ideas for danc	es?		
				concepts										
-				stic expre										
- acao														
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expos	sure		Ex	ploratio	n	Er	nrichmer	nt	Exc	cellence	Entrepreneurship		
							Indi	cators						
ability t dance t	Demonst to create through e of stimul	and perfo xploratio		I:3-5:1: D ability to perform guided a explorati of stimul	create a dance th nd self- on of a v	nd rough	the abili improvi percept variety o	Demonst ity to use sation, ual skills, of stimuli ind perfor	and a to	improvising,	I:9-12:1: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.			
combin	Develop ne the eler to create	ments of	-	I:3-5:2: D ability to moveme	solve	terminology to create the movement vocabulary and terminolog								
							Ехрес	tations						
probler stimuli.	: Solve me ms by res . (e.g., nat al experie	oonding t :ure, feeli		E:3-5:1: flexibility phrases f criteria.	by impr	ovising	flexibilit phrases	Demonst ty by impr of varyin rom giver	ovising g			choreographed iations or expand on		
throug shapes	: Act on c h guided v in locomo otor forms	work with	n	E:3-5:2: ⁻ to create student- criteria.	phrases	from	to creat	Think crit e phrases -identifie	from	E:9-12:2: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.				
mover using a	: Act on c nent ideas variety o energies,	through f shapes,		E:3-5:3: (a partner moveme shadowin mirroring	r to impront using ng and		the info given pl	Improvis rmation f nrase to c ting section	rom a reate					
solutions to movement creative problems by working movement independently and working					Demonst solutions nt proble independ borative	to ems by dently	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.				



							DA	NCE					
			Process ating					Orga	nize and	Anchor Stan develop arti	dard 2 istic ideas and wo	rk.	
cho	ements preograj undatio	of dance phic dev n and a d	ices serv	structure e as botl e point f	h a	<i>Essential Question</i> What influences choice-making when creating choreography?							
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Ехро	sure		E>	kploratio	n	E	Inrichme	ent	Exc	cellence	Entrepreneurship	
	Create da sing alone	ance by e or with	others.	choreog create d explain main ide	ts of danc graphic for lance and its meaning ea.	orms to 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.			
		d recogniz rm in dan		phrases reasons	Modify da and discu and eness of c	iss the	and a criteri dance	pply artis ia to crea and eval ic effectiv	tic te uate its	I:9-12:2: Develop an artistic statement for original work and explain how movement choices support the artistic statement.			
indepen	o create o	sing shap	bes and	elemen (BEST), through a phrase	ition from ts of danc innovate improvis e that has	e ation,	E:6-8: manip perfor phras inform	ctations 1: Create bulate, an rm mover es using nation fro ents of da	d nent m the	using skills a	anslate an idea into nd knowledge from nation (LOD).	a movement theme, I the Language of	
with a pa phrases	artner to	e collabo create da e a begini	ance	phrases reasons modifica	Modify d , and disc for the ations as ectiveness	uss the well as	E:6-8: floor p origin or col comp perfor comp	2: Produc plan for a al indepe laborative osition ar rm the osition fo por plan.	n ndent e id	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.			
thinking	by creat	trate flexi ing differ d end a d	ent	act on a creating inspired Explain 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.			3: Work endently e on a per artistic cr e a phrase ng the cri ommunic es clearly.	rsonal riteria. e teria, ate	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.			



							DA	NCE					
		Artistic	Process							Anchor Stan	dard 3		
			ating								artistic work.		
	End	uring Un	derstand	ding						Essential Qu			
Chore			e, evalua		ie, and	Но	ow do c	horeogr	aphers ι	use self-reflec	tion, feedback fr	om others, and	
			rk to cor								e quality of their		
		mea	ning.										
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Expo	sure		E	xploratio	on	E	nrichme	ent	Excellence Entrepreneurship			
	·						Indi	cators				· · ·	
mover from te	Explore c ent based achers an from dar	l on sugg d peers a	estions nd	moven feedba others,	Revise cr nent base ck from s and justi n choices.	d on elf and fy	work l intent self ar	2: Revise based on feedbac nd others late reaso ons.	artistic k from , and	I:9-12:1: Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent.			
	: Describe s, symbols logy.			various dance levels,	Describe aspects e.g. patte relationsh s, spacing	of erns, nips of	recogi docun	2: Use a nized syst nent dano g, notatio).	ce (e.g.	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.			
							Ехрес	tations		-			
collabo symbol	: Work ind ratively to ic represe novemen	o create a ntation o	fa	decisio select of for dan the dec	: Make ents and ns in orde creative n ce work. cisions wi unication.	naterial Explain th clear	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.			
created BEST pi	: Use info l work to rinciples. inicate ch	vary it usi Clearly		E:3-5:2: Revise created work and support decisions with clear communication.				2: Create and journ e the proo ging goals	al or cess,	E:9-12:2: Design a process for creating and organizing independent dance work.			
				E:3-5:3: Notate dance phrases using given information.			time. 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.				
	u:					r E:6-8:4: Revise r independent or vork collaborative work			ork	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.			



							DA	NCE					
		Artistic Prese		;			Anal	yze, inte		Anchor Stand nd select arti	dard 4 stic work for pres	entation.	
Во	dy, space	u ring Un e, time a lements	nd ener	rgy are ba	asic	Нον	v do dan	cers wo		Essential Qui pace, time an expressio	nd energy to com	municate artistic	
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Exposure Explorat						Er	nrichme	nt	Excellence Entrepreneur			
demon on ele	Identify a strate mo ments of , space an	vement k dance: bo	ody,	energy, (BEST) t	Use ations of space an o perforn of moven	d time n a	I:6-8:1: moveme and usin compare	cators Increase ent vocal ng BEST a e and cor ariety of es.	nd htrast	I:9-12:1: Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration.			
uses (i. articula indeper groups E:P-2:2 explore	: Explore e., whole ttion, shap ndently an : Work inc e moveme nt energie	body, iso bes) both nd in sma depender ents using	lation, III	BEST pri explore upon ter vocabul E:3-5:2: indepen incorpor	tion from inciples to and expa chnique a ary. Work idently to rate a van s in perfo	o nd and riety of	E:6-8:1: directed work ind improve techniqu movemu using th principle E:6-8:2: indepen increase perform	ue and ex ent vocal e BEST es. Work idently to e range o hance ene fferent st	and htly to pand pulary f ergies	improve tech	hnical skills in solo a rease clarity of tecl of performance seq		
explore movem E:P-2:4 efficien within a	: Work ind changes ient. : Work eff itly while a group b al space.	of directi fectively a moving w	and vith or	perform a variety direction E:3-5:4: groups of perform using a	idently to movem y of differ	ents in rent small vely to ents	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			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.			
while p	: Vary rhy erforminį exibility ir	g movem	ents to	small gr the rhyt	Work idently ar oups to v hm and s ame danc	ary peed	relationships. 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.			



				DA	NCE							
Artistic Proce	ss			Anchor Standard 5								
Presenting					Develop	and ret	fine artistic w	vork for presentat	tion.			
Enduring Underst	anding						Essential Qu	estion				
Dancers use the mind-body				What must the dancer do to prepare the mind and body for artistic								
develop the body as an ii		for		expression?								
artistry and artistic ex	pression.	1										
PK K 1 2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
Exposure	E	xplorati	on	Er	nrichmer	nt	Exc	cellence	Entrepreneurship			
				India	cators							
I:P-2:1: Demonstrate kinesthetic awareness and technical proficiency in dance movement.	kinesthe	Demonst etic awar hnical pr e perforn	eness oficiency	technica			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 o movements safely in personal (kinesphere) and general space.	evaluat healthfu dance a everyda	Demonst e person ul practic activities ay life inc n and inj tion.	al es in and luding	anatom spatial a nutritio promot healthfu	Apply basi ical knowl awareness nal knowle e safe and ul strategie yarming up	edge, and edge to	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.	work cr others t	Collabor eatively to analyze rtistic wo	with e and	peers to docume	Collaborat o determin ent strateg ing perform y.	e and ies for	independen	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.	knowle executi perforr		n dance.	knowle executi perforn		dance.	I:9-12:4: Demonstrate proficiency in dance form and technique, discuss ways in which proficiency affects dance performance.					
				Ехрес	tations							
E:P-2:1 Demonstrate a range of locomotor and non-locomotor movements that require fundamental dance skills.	perform or dance technic	: Memor n dance ce works cal accura	phrases with acy.	perform artistica dance p works.	Memorize technical ally accuration ally accuration brases or	ly and ce dance	artistically a	emorize and perforr ccurate choreograp	hy.			
E:P-2:2: Work independently to recall, refine, and perform simple dance movement.	e movem correct (conside	Recogni ent perfo ly and inc ering ana ent, safet	ormed correctly tomy,	relation practice technica	Recognize ship of he es, alignme al accuracy revention.	althful nt and v to	supports he	eate and follow a pe althy dancing and li tness, discipline, life Ind goals).	ving (nutrition,			
E:P-2:3: Explore how and why healthy nutrition is important in order for the body too move efficiently.	E:3-5:3: fundam about ti up, nuti	Develop Iental kno he value rition, an ng the bo	owledge of warm d	persona contribu	Analyze h al dance pr ute to safe ent and in ion.	actices	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	dapt to ned ive nips to	directeo develop attainin	Be a self- d learner a strategies g greater o ormance.	for	E:9-12:4: Cre process.	eate an effective an	d efficient rehearsal					



							DAI	NCE						
		Artistic	Process							Anchor Stand	dard 6			
		Prese	nting				Conv	ey mear	ning thr	ough the pre	sentation of artis	tic work.		
	Endı	uring Un	derstan	ding				-	-	Essential Que	estion			
Dane	ce perforr				ween		How do	oes a da	incer he	eighten artist	ry in a public perf	formance?		
	ormer, pro													
that h	neightens	and amp	lifies arti	stic expr	ession.									
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Ехро	sure		E	xplorati	on	En	richmer	nt	Exc	cellence	Entrepreneurship		
	·			1			Indic	ators						
followi demon	:P-2:1: Dance for an audience ollowing models and cues, demonstrating rehearsal and performance etiquette. 1:3-5:1: Dance for audience in a va spaces, demons rehearsal and performance etiquette.						venues de performa technique during cla and perfo	ces in a va emonstrat nce etique es, and pra uss, rehear prmance.	ariety of ing ette, actices	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.				
or purp create	:P-2:2: Determine the meaning or purpose of a dance and create production elements that help support them.						ose or collaboratively on the of a dance design of production duction elements that support				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.			
											velop a professional			
										documents the rehearsal and performance process.				
5.0.2.4	Destaur		e	E-2 E-4	: Perform		Expect	ations Perform o		50424 14		l'an the second set in a		
audien commu	: Perform ce with at unication o or song.	tention t	o clear	for an a attention communication poems	audience v on to clear inication c , songs, an	vith of stories,	for audie intent of	ences with commun clearly th e techniq	n the icating nrough	elements the	at will support chor tage production suc	ding the production eography. Focus on h as lighting, sound,		
assemt elemer	E:P-2:2: Think creatively and assemble simple production elements such as props, scenery, posters, costumes, etc. poems, songs, personal ideas E:3-5:2: Think and analyze ar to produce ele support the w props, scenery posters, costu					tic work ents that such as rograms, s,	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.				
audien	E:P-2:3: Interact with an audience in a formal or informal audience in a formal or informal audience in a formal reactivity.					rmal	warm-up).			effectively w	anage a production vith a team to produ ecture-demonstrati	uce a work of art,		
						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.				



							DA	NCE					
		Artistic								Anchor Stan			
C	Dance is	Respo uring Un perceive prehend	derstan d and ar	nalyzed t	0					e and analyze Essential Qu / is dance une			
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
	Ехро	osure		Ex	ploratio	on	Er	nrichmei	nt	Exc	cellence	Entrepreneurship	
							-	cators Describe					
guided	I:P-2:1: Identify and apply guided criteria to evaluate choreography and performance.						eria to of movement and their connection to context				I:9-12:1: Analyze choreography for structure, meaning, and artistic intent.		
	lary of di	movemer fferent ge		movem characte multiple	Describe ent eristics of e genres, s, and sty	f	movem charact multiple cultures they rel	eristics of e genres, s, and sty	es as	aesthetic an	I:9-12:2: Analyze how dance communicates aesthetic and cultural values using specific dance terminology.		
							Ехрес	tations					
and de heard,	-					mance nalyze w the	pattern	Make nts about s in a dan nunicate	ce help		ink critically in orde complex choreogra		
informa princip movem sequen	les, ident nents, uni	n aesthet ify repeat ty, variety observed	ed /, and	dance t	Use Ition fron erminolo e pattern	gy to and movement			nology	E:9-12:2: Use information from dance terminole to analyze patterns and relationships in a dance how they create meaningful choreography.			
E:P-2:3: BEST pr describ observe Apply te descrip	Using info inciples, io e shapes a ed or expe	ormation f dentify and and levels i rienced da by captur given	d in an ance.	develop for reco	ogy effect ing an org rding obso ienced pa	ganizer erved	effective compare instrum	Apply tec ely by crea e and cont ent for de eristics of dance.	iting a rast scribing	instrument f		ctively by creating an is of how meaning is ce styles.	
E:P-2:4: observe differer	E:P-2:4: Using critical thinking, observe and examine and explain information					from BEST information from BEST dentify and principles, compare and alities of contrast how elements of			E:9-12:4: Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance.				
							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.			



				DA	NCE						
Artistic Proces Responding	5				Inter		Anchor Stand	dard 8 ing in artistic wor	·k		
Enduring Understand Dance is interpreted by cons meaning, and artistic exp communicated through the u elements of dance, dance teo structure, and con	idering inter pression as se of the bo chnique, dar	ody,	Essential Question How is dance interpreted?								
PK K 1 2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
Exposure	Expl	oratio	on	E	nrichme	nt	Exc	cellence	Entrepreneurship		
I:P-2:1: Identify meaning and intent in an observed dance using simple dance terminology.	entify a main/o observ ng danc gy.	central /ed	I:6-8:1: termine how ar achieve use of t	cators Using da ology, ex tistic inte ed throug the eleme techniqu	olain nt is h the ents of	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.					
E:P-2:1: Communicate clearly and describe how an observed dance makes you feel.	E:3-5:1: Int effectively and discuss meanings a choreograp an observe	with o s possi and phic in	ible tent of	E:6-8:1 informa dance a vocabu how th dance a	tations : Using ation from and non-o lary, deso e elemen are used i ed dance	dance cribe its of	social and hi	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: An recorded o dance in or discuss mo qualities an	ormed) nt	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.			moments in the dance. E:6-8:3: Analyze choreographic intent in a variety of contrasting dances.							
E:P-2:4: Communicate clearly, using dance terminology, to identify movements observed in a dance.	E:3-5:4: Cla communic dancer's te conveys ar expression an observe	ate hore echnique rtistic n and cl	ue larity in	E:6-8:4: Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance.			refinements		explain how contribute to artistic ntent, and meaning		



							DA	NCE						
	Endi	Artistic Respo uring Ur	onding				Anchor Standard 9 Apply criteria to evaluate artistic work. Essential Question							
Crit	eria for e		ng danc	e vary ac	ross			Wh			o evaluate dance?	?		
РК	к	1	2	3	4	5	6 7 8			HS Proficient	HS Accomplished	HS Advanced		
	Exposure Exploration							nrichme	nt	Excellence Entrepreneurship				
				<u>,</u>			Indi	cators						
criteria	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 i dance.							Create, a ply criter aestheti ents in da	ia for c		I:9-12:1: Critically examine and document personal efforts in choreography and performance.			
				_			Ехрес	tations						
decision hair, m music, meanin	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 judgment and decisions as to ho costume, make-up, set lighting, music, etc. ma a dance successful. Discuss decisions.							: Evaluatonship of the, make- the, make- the mear the mear	up, usic,		E:9-12:1: Think creatively and critically to develop and justify personal criteria for evaluating a dance.			
guided dance b	: Use info criteria to based on o ning or in	o evaluato communi	e a	from giv evaluate on com theme,		ia to based on or	create evaluat and ap	: Collabo criteria fo ting a dar ply those bserved o	or ice, criteria			decisions in order to choreographic work.		
guided as repe sequen	E:P-2:3: Recognize and describe guided aesthetic principles, such as repetition, unity, variety, and sequence in dance performances. E:P-2:3: Recognize and describe describe selected assthetic principles as repetition, unity, variety, sequence, proportion, transition balance, harmony, climax, and contrast dance performances						aesthet evaluat perforn improvi choreo	Select ar ic criteria e persona nances, sed and graphed, a nance of c	to I and the	E:9-12:3: Apply technology effectively to write an aesthetic analysis of a personal choreographic work.				
describ dance a perforn	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:D 2:E: Engage appropriate/wee							Articulat les to exp tualization ic decision eness of p nances, sations, a graphy.	lain ns, ns, and personal	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.				
an audi	E:P-2:5: Engage appropriately as an audience participant in formal and informal settings. E:3-5:5: Engage audience participant in formal and informal settings. E:3-5:5: Engage audience participant in formal and informal settings.						approp audien	: Engage riately as ce partici and infor s.	pant in	E:9-12:5: Engage appropriately as an audience participant in formal and informal settings.				



									DA	NCE					
			Artis	tic	Process							Anchor Stand	dard 10		
					ecting			Svi	nthesiz	e and re			ersonal experien	ces to make art.	
		End			derstan	dina		- /				Essential Qu			
А	As d					ll person	al	How	does d	lance de	epen ou			other knowledge,	
						l context						nd events arc			
						to interp									
	0				ning.										
РК		К	1		2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
		Expo	sure			E>	ploratio	n	E	nrichme	ent	Exc	cellence	Entrepreneurship	
		·				<u>p</u>			Indi	cators					
perform	I:P-2:1: Create, describe, and perform a dance to express personal meaning. I:P-2:1: Create, describe, and perform a dance to express personal meaning. I:3-5:1: Observe dance performar and describe the feelings and idea are evoked by th experience.							ety of nces s that	conce of dar	: Connec pts of a v Ices with nal persp	ariety	I:9-12:1: Reflect upon and analyze how content and context guided personal aesthetic development over time.			
work of basis fo	experience. I:P-2:2: Observe or experience a work of art to identify ideas as a basis for creating dance movement. experience. I:3-5:2: Access a research inform impetus for creating meaningful dance							ition as ting	docun study contra	2: Create nent a da exploring asting ide on resea	nce as	I:9-12:2: Develop a culminating project demonstrating research of multiple topics and document the process.			
									Ехре	ctations					
locomo movem meanin	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: Observ dance and disc feelings and ide to your persona experience.						nd discus and idea personal	s how s relate	perso and ei influe interp chore theme	1: Analyz nal persp xperience nce how rets the ographer e, central aning.	ectives es one 's	document of and growth		periences, knowledge, side of dance impact	
perforn experie park, a	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.						lop indivi tudies the te the ele e, choreo and aesth es to	dual at ments graphic etic eas,	indep identi aspec intere and u inform	2: Work endently fy differe ts of pers sts and ic se the nation to ce that ev lf.	nt onal lentity create	E:9-12:2: Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance.			
literatu events	E:P-2:3: Use works of art, E:3-5:3: Use literature, science, or current information fr events as inspiration to create dance movement. dance movement. to create dance F:P-2:4: Identify and E:3-5:4: Identify						Use Ition from h in other hes as ins te dance t	E:6-8:3: Examine literature, scientific texts, artistic works, piration current events, etc.,			ntific orks, etc., ate that rough a				
commu	E:P-2:4: Identify and communicate reasons to create dance outside of school. E:3-5:4: Identify a communicate reasons to create dance of of school.						asons	E:6-8:4: Identify and communicate reasons			E:9-12:4: Identify and communicate reasons to create dance outside of school.				



							DA	NCE						
	,	Artistic I Conne		5		Rela	ate artisti	c ideas a	nd work	Anchor Stand s with societa eepen unders	al, cultural, and h	istorical context to		
	e literacy tives abou		deep k al, cultu	nowledge a ral, historic			How doe		ng abou	Essential Qu t societal, cul	-	nd community		
РК	К	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
	Expos	ure		Exp	oloration	ו		nrichmei	nt	Exc	ellence	Entrepreneurship		
of dances cultures,	ociety, and personal						I:6-8:1: C contrast dances fr cultures, histories I:6-8:2: F	Explain ho	xts of ety of and	characteristi people from personal dar	cs, techniques, and which the dances once literacy.			
society, a	ciety, and personal society and histo										I:9-12:2: Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective.			
relationsh	P-2:3: Describe the elationships of dance to other rts subjects in school.						relations music, th	Describe the hips of da heatre, vis ts, and ot tes.	nce to ual arts,	I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.				
							Expec	tations						
E:P-2:1: A describe a that expro personal	and creat esses ele	nent	E:3-5:1: W independe collaborati experience historical, a forms of da personal co	ntly and ively to e different and cultura ance, maki	al ing a	compare specific i	ives in a v	rast	analyze and historical eve	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: A describe a that expro character communi	and creat esses eler istics of y	e moven ments an	nent	E:3-5:2: A literacy th performin forms and dance.	Apply dan hrough ng a varie	ce ety of	effective line that cultural, context t	Apply tech ly to creat connects and histor to the artis nent of da	te a time social, rical stic	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: R recognize expressio people da	e dance as	s a form o	of	E:3-5:3: W collaborat others to explain th dances fro related to classroom	tively with perform a e meaning om culture general	ind g of	various i affected	Analyze ł media ha the ment of c	ve	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).				
cultural p examinin	cultural purposes for creating by examining dance from different times and places. values,					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.			ow is time it was ble tural	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).				
							uses.			choreograph	alyze and evaluate the formation of the second s s, and behaviors of the second s	of artists on the		



Dance Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?

РК	К	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.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
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?

РК	К	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.



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?

РК	К	1	2
	Developmenta	l 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.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, space, time and energy are basic elements of dance.	How do dancers work with space, time and energy to communicate artistic expression?

РК	К	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.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must the dancer do to prepare the mind and body for artistic expression?

РК	К	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 too move efficiently.

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



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?
DK	1/ 1	2

РК	К	1	2
	Developmental L	evel: 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.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?

РК	К	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.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	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.	How is dance interpreted?

РК	К	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.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?
РК	К 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.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

РК	К	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.



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

Artistic Process	Enduring Unders	standing	Essential Question
Connecting	Dance literacy incl knowledge and pe about societal, cultur and community o	rspectives al, historical,	How does knowing about societal, cultural, historical and community experiences expand dance literacy?
DK	K	1	2

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	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	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.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
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?

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.



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?

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.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, space, time and energy are basic elements of dance.	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.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	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.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	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.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	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.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as	How is dance interpreted?
	communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	

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.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	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.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	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.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	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	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?
	expression.	

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.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
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?



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.



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.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, space, time and energy are basic elements of dance.	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.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	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.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	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.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is perceived and analyzed to comprehend its meaning.	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.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance	How is dance interpreted?
	structure, and context.	

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.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

6	7	8
	Developmental Level: Enrichment	

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.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	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.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	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	Enduring Understanding	Essential Question
Creating	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	Where do choreographers get ideas for dances?
	I I	

Higl	h School Proficient	High School Accomplished	High School Advanced
	Excell	ence	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.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
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.



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?

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.



Analyze, interpret, and select artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Body, Space, time and energy are basic elements of dance.	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.



Develop and refine artistic work for presentation.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	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.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	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.



Perceive and analyze artistic work.

Artistic Process	Enduring Understanding	Essential Question	
Responding	Dance is perceived and analyzed to comprehend its meaning.	How is dance understood?	
High School Proficient	High School Accomplished	High School Advanced	l

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.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance	How is dance interpreted?
	structure, and context.	

High School Proficient	High School Accomplished	High School Advanced
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.



Apply criteria to evaluate artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Criteria for evaluating dance vary across genres, styles, and cultures.	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.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	Enduring Understanding	Essential Question
Connecting	As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	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.



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

Artistic Process	Enduring Understanding	Essential Question
Connecting	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

High School Proficient	High School Accomplished	High School Advanced
Exc	cellence	Entrepreneurship

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.