

**SOUTH CAROLINA  
ACADEMIC STANDARDS  
FOR THE  
VISUAL AND PERFORMING  
ARTS**



**Jim Rex  
State Superintendent of Education**

**South Carolina Department of Education  
Columbia, South Carolina**

**2010**

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South Carolina owes a debt of gratitude to the following individuals for their expertise and dedication in developing a quality vision for the visual and performing arts in our state.

## **South Carolina Visual and Performing Arts Standards Development Team**

The members of the South Carolina Visual and Performing Arts Standards Development Team used recommendations from various review panels to revise the 2003 South Carolina Visual and Performing Arts Curriculum Standards. The following individuals served on the Team:

Dr. Carol Augthun

Art Teacher

Pine Street Elementary School

Spartanburg School District 7

Frank W. Baker

Media Literacy Consultant

Media Clearinghouse

Julie Beasley

Theatre Teacher

Camden High School

Kershaw County School District

Dr. James Beaumier

Music Teacher

Hartsville High School

Darlington County School District

Kara Corley

Dance Teacher

Hand Middle School

Richland School District 1

Kathy Clark

Fine Arts Coordinator

Berkeley County School District

Dr. Cynthia Colbert

Sarah Bolick Smith Distinguished

Professor of Fine Arts

Department of Art

University of South Carolina

Katy Dallas

Dance Teacher

Crayton Middle School

Richland School District 1

William Bennett  
Music Teacher  
Cane Bay High School  
Berkeley County School District

Leah Carlander  
Dance Teacher  
Crayton Middle School  
Richland County School District 1

Vivian Coleman  
Music Teacher  
Saluda Elementary School  
Saluda County School District

Kimberly Colón  
Music Teacher  
Whitlock Junior High School  
Spartanburg School District 7

Christine Sides Fisher  
Director  
Arts in Basic Curriculum Project  
Winthrop University

Sarah E. Fitzgerald  
Music Teacher  
Charleston School of the Arts  
Charleston County School District

Sharon T. Doyle  
Administrator  
Jesse S. Bobo Elementary School  
Spartanburg School District 6

Joshua Drews  
Visual Arts Teacher  
Spring Valley High School  
Richland School District 2

Barbara Mickelsen Ervin  
Visual Arts Teacher  
Honea Path Elementary School  
Anderson School District 2

Nancy Noel Etman  
Music Teacher  
Britton's Neck Elementary  
Marion School District 7

Betsy Newman  
Producer  
South Carolina Educational Television  
Creative Services

Carolyn Newsome  
Music Teacher  
High Hills Elementary/Oakland Primary  
Sumter School District 2

Ellen Harrison  
Dance Teacher  
Ridge View High School  
Richland School District 2

Dr. Ginger Hicks  
Visual Arts Teacher  
Pickens High School  
School District of Pickens County

Kimberley K. Jones  
Theatre Teacher  
Boiling Springs High School  
Spartanburg School District 2

Robin R. Justice  
Visual Arts Teacher  
Manning High School  
Clarendon County School District 2

Josh Keiper  
Visual Arts Teacher  
White Knoll High School  
Lexington School District 1

Linda Wolford Linke  
Theatre Teacher  
Saluda River Academy for the Arts  
Lexington School District 2

Beverly Joyce Parler-Rice  
Music Teacher  
Ellore Elementary School  
Orangeburg County Consolidated  
School District 3

Dr. Anne S. Richardson  
Dance Teacher, Palmetto Center for the Arts  
Richland Northeast High School  
Richland School District 2

Dr. Christopher R. Selby  
Orchestra Coordinator  
Spring Valley High School  
Richland School District 2

Andy Smith  
Associate Director  
Columbia Film Society

Lisa Schulze Smith  
Theatre Teacher  
Arts Communication Theatre School  
Greenwood School District 50

Kim Steele  
Dance Teacher  
Howe Hall Arts Infused Magnet School and  
Marrington Middle School of the Arts  
Berkeley County School District

Patrick A. Mainieri  
Music Teacher  
Easley High School  
School District of Pickens County

Dr. Stephanie Milling  
Assistant Professor of Dance Education  
Department of Theatre and Dance  
Winthrop University

Debbie B. Murphy  
Visual Arts Teacher  
Mid-Carolina High School  
Newberry County School District

Keith Tolen  
Visual Arts Teacher  
Camden Middle School  
Kershaw County School District

Jayce Tromsness  
Theatre Teacher  
South Carolina Governor's School for  
the Arts and Humanities

James A. Stroman Sr.  
Music Teacher  
William J. Clark Middle School  
Orangeburg County Consolidated  
School District 5

Kim Sullivan  
Art Teacher  
Ballentine Elementary School  
School District 5 of Lexington and  
Richland Counties

Andrea Thorpe  
Curriculum Coordinator  
Creative Services  
South Carolina Educational Television

Gina Wilkerson  
Music Teacher and Fine Arts Coordinator  
Cheraw Primary School  
Chesterfield County School District

Donna Wilson  
Theatre Teacher and Director  
Palmetto Center for the Arts  
Richland Northeast High School  
Richland School District 2

Lorrie Miller Turner  
Band Director  
CrossRoads Middle School  
School District 5 of Lexington and  
Richland Counties

Wendi Wimmer  
Theatre and Film Teacher  
Ridge View High School  
School for the Arts  
Richland School District 2

Helen A. Walker  
Music Teacher  
Doby's Mill Elementary School  
Kershaw County School District

Susan C. Woodham  
Dance Specialist  
Pine Street Elementary School  
Spartanburg School District 7

### **South Carolina Department of Education**

The academic standards in this document were revised under the direction of Dr. Valerie Harrison, Deputy Superintendent, Division of Standards and Learning, and Robin Rivers, Director, Office of Standards and Support.

The following South Carolina Department of Education staff members assisted in the design and development of this document: Cathy Jones, Coordinator, Office of Standards and Support, and R. Scot Hockman, Education Associate, Office of Standards and Support.

# INTRODUCTION

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Visual and Performing Arts Standards Development Team, created this series of arts-standards documents. The fundamental process began with the development of the *South Carolina Visual and Performing Arts Framework* in 1993. The next year, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, developed by the Consortium of National Arts Education Associations, was made available nationwide, and in 2003, the SCDE published its *South Carolina Visual and Performing Arts Curriculum Standards*, which utilized the nine content standards that are put forth in the national standards document. The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is based on both of these latter documents. While changes in the wording of the discipline-specific national content and achievement standards have been made here, the essential beliefs and intent of these standards remain intact. In addition, our seven documents contain standards that are original and unique to South Carolina.

**While the 2010 *South Carolina Academic Standards for the Visual and Performing Arts* represent a guide for what students should know and be able to do, the local school district should determine the appropriateness of the content used to teach the standards. Decisions as to curriculum, instruction, and assessment should match the grade level at which the standards are taught and support the culture of the local community.**

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* draws on the expertise of K–16 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

## **The Visual and Performing Arts in South Carolina**

Students who participate in the standards-based education in the visual and performing arts that South Carolina provides are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state and throughout the nation. The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* will serve as the basis for the continuation of the comprehensive sequential arts education system

offered in our state. In addition, these standards provide guaranteed experiences for our students to study, perform, and produce in the arts.

Ten years of ongoing research in South Carolina schools has demonstrated that increased and enhanced arts education programs make a significant impact on the state's students, schools, and teachers as well as its overall economic stability. For example, research conducted by the University of South Carolina's Office of Program Evaluation found quality comprehensive arts programs greatly changed the ecology of the schools. Such schools were found to have higher student attendance, higher parent approval, fewer discipline referrals, fewer student interruptions and more time on task, higher teacher attendance, and higher teacher morale. In addition, in 2002, the South Carolina Arts Commission reported that, according to a study conducted by the Division of Research in University of South Carolina's Moore School of Business, the cultural industry in the state was making a significant impact on the state's economy. That study, which updated in 2007, affirmed the state's cultural industry overall had generated \$2.4 billion dollars or more in output for the South Carolina economy, including \$766,249,688 in salaries and wages from 31,490 jobs—a significant return on the state's investment in the visual and performing arts.

## **The South Carolina Visual and Performing Arts Academic Standards Documents**

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is not a curriculum. The academic standards set forth in the seven visual and performing arts documents are not sequenced for instruction; do not prescribe classroom activities or materials; and do not dictate instructional strategies, approaches, or practices. Instead, these documents—in presenting a framework for the development of realistic and achievable expectations for student performance in each grade level—are intended to serve as a resource for the state's school districts in designing their own visual and performing arts curricula. A district may expand and organize its course content on the basis of these standards and indicators to fit the needs of its particular student populations.

The academic standards statements and their performance indicators describe the knowledge and skills that should be addressed in each grade level. Mastery of the standards is not expected for kindergarten students, and formal assessment is not appropriate for these standards. When the standards continue into the lower grades, however, mastery and assessment of the grades 1 and 2 standards are expected. The kindergarten visual and performing arts standards were developed with the intention that instruction would be provided in schools (with sufficient arts staff and appropriate funding) by arts specialists or by early childhood teachers who had received extensive professional development in arts education. A systematic collaborative effort between elementary arts specialists and early childhood teachers is highly recommended.

As the standards are implemented and the arts program grows, schools and districts should evaluate the effectiveness of their programs by using criteria to determine the extent to which students have opportunities to learn the arts standards. The Program Assessment Worksheets available on Winthrop University's "Arts in Basic Curriculum Project" Web site at <http://www2.winthrop.edu/abc/learn.htm>, provide a survey instrument for the development of a comprehensive sequential arts program. The survey gauges individual arts disciplines, addressing facilities, supplies and equipment, scheduling, and staffing. In addition, teachers and administrators are encouraged to use the recommendations cited in the *Essential Elements of a Quality District Arts Program* document located at <http://www.ed.sc.gov/arts>. Checklists, which are provided as a supplement to this document, can be used by districts and schools to conduct a needs assessment of their arts programs.

South Carolina students have always grown through the benefits of strong visual and performing arts programs. This document assures for the continuation of our state's strength in arts education.

### **Document Format and Definitions of Key Terms**

Elementary teachers will find academic standards for kindergarten through grade five; middle school teachers, for grades six through eight. Middle school teachers may find it necessary to adjust the implementation of the standards according to their students' experiences in the arts. Students studying an arts discipline for the first time in the eighth grade may need to be introduced to the sixth- or seventh-grade standards, according to their abilities and knowledge of the discipline. Middle school teachers may want to think of the grades in terms of the following levels: sixth grade as middle-level *one*, seventh grade as middle-level *two*, and eighth grade as middle-level *three*.

For high school students, the standards are written as levels *one* through *four*, representing grades nine through twelve respectively. Teachers should teach the standards at the level at which the individual student's abilities and knowledge exist when he or she enters the arts discipline. A pretest of student abilities and knowledge will assist the teacher in determining which overall level of the standards best aligns with what the students in the class should know and be able to do.

All children deserve access to the rich education that the arts provide, regardless of their background, talents, or disabilities. Students with disabilities can derive great benefit from the arts; therefore, arts specialists should be involved in the planning for the education of students with special needs through their individualized education program (IEP). Arts specialists should also take part in the planning and implementation of artistically gifted and talented programs. Students in these programs in the elementary and middle grades are expected to achieve all the standards listed at their grade levels as well as to demonstrate higher levels of skills and knowledge, deal with more complex examples, and respond to works of art in increasingly sophisticated ways.

**Academic standards** are statements of the most important and consensually determined expectations for student learning in a particular discipline. The 2010 South Carolina Academic Standards for the Visual and Performing Arts are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

**Indicators** are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term *including* in the indicator statements names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the *including* statements. The items named in the parenthetical *for example* statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.

The indicators are labeled in such a way that identifies the particular arts area. The following designations are used:

**D** = Dance

**MA** = Media Arts

**MG** = General Music (Music, General)

**MC** = Choral Music (Music, Choral)

**MI** = Instrumental Music (Music, Instrumental)

**T** = Theatre

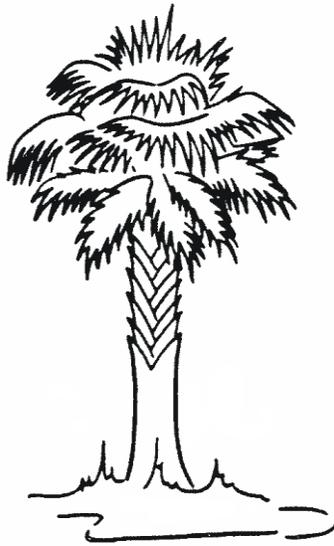
**VA** = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. The example, the second indicator for standard 1 for Dance in the eighth-grade is written **D8-1.2**:

- The letter *D*, for dance, represents the particular arts area,
- the number 8 represents the grade level,
- the number 1 represents the content standard, and
- the number 2 represents the order in which the indicator appears in the sequence of items in the list.

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ACADEMIC STANDARDS  
FOR THE  
VISUAL AND PERFORMING ARTS**

**DANCE**



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State Superintendent of Education  
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# Dance

## Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. In accordance with that objective, the 2010 South Carolina academic standards for Dance are based upon the seven content standards that are put forth in *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, a document developed by the Consortium of National Arts Education Associations and published in 1994, as were the Dance standards in the *South Carolina Visual and Performing Arts Curriculum Standards*, published in 2003.

Studies in dance are components of a comprehensive dance program and are part of the overall school curriculum; therefore, a school's dance curriculum should include sequential dance courses as well as specialized courses in high school: Dance 1–4, for example, and courses in technique, choreography, and various dance forms.

### The Grade Levels

Dance standards are provided for each grade level from kindergarten through high school. However, students enter the dance class with varying degrees of dance instruction. Dance teachers—who are held accountable for students' attainment of the dance standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina standards for Dance are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards in the dance discipline.

Schools interested in developing quality dance programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at <http://www2.winthrop.edu/abc/learn.htm>. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at <http://www.ed.sc.gov/arts>.

**Grades K–8:** South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school dance classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 dance standards and

indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of dance instruction by addressing the indicators that do show increasing complexity from one grade level to another.

**Grades 9–12 (High School Levels 1–4):** The high school academic standards and indicators for Dance are designed to reflect the highest possible levels of achievement in dance instruction. High schools that aspire to build a comprehensive dance program for their students should also consider offerings in the area of dance appreciation, dance history, and dance theory as well as in a variety of performance-based dance courses. While high school dance programs make it possible for students who have participated in elementary and middle school dance programs to continue their growth as dancers, high school students with no prior dance experience should be provided opportunities in the area of dance appreciation and in appropriate performance-based courses

Those high school students who are interested in the arts should be encouraged to enroll in the Art, Audio-Video Technology, and Communications Career Cluster, which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

## Secondary Sources

In addition to the *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, the following sources were utilized in the creation of the South Carolina academic standards for Dance:

Gilbert, Anne Green. 2006. *Brain-Compatible Dance Education*. Reston, VA. National Dance Association/AAHPERD.

McCutchen, Brenda Pugh. 2006. *Teaching Dance as Art in Education*. Champaign, IL: Human Kinetics.

National Dance Education Organization. 2005. *Standards for Learning and Teaching Dance in the Arts: Ages 5–18*. Bethesda, MD: NDEO.

North Carolina Department of Public Instruction. 2000. *North Carolina Arts Education Standard Course of Study and Grade Level Competencies, K–12*. Raleigh: NC DPI. Available online at <http://www.dpi.state.nc.us/curriculum/artsed/scos/dance/index>.

# KINDERGARTEN

## Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

### Indicators

- DK-1.1 Demonstrate and identify **nonlocomotor** movements (for example, bend, twist, stretch, **swing**).
- DK-1.2 Demonstrate and identify **locomotor** movements (for example, walk, run, hop, jump).
- DK-1.3 Recognize and explore the similarities and/or differences between two **genres** or forms of dance.
- DK-1.4 Use his or her body to form shapes at low, middle, and high **levels**.
- DK-1.5 Safely maintain **personal space** while moving.
- DK-1.6 Start, change, and stop movement in response to a rhythm.
- DK-1.7 Demonstrate **kinesthetic** awareness through **exploration** of whole body and body parts in isolation.
- DK-1.8 Develop the ability to memorize and replicate brief movement sequences.
- DK-1.9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- DK-1.10 Refine technique through teacher correction.

# KINDERGARTEN

## Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

### Indicators

- DK-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- DK-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).
- DK-2.3 Identify and demonstrate patterns in **choreographic structures**.
- DK-2.4 Work with a partner or in a small group during the **choreographic process**.
- DK-2.5 Demonstrate the following **partnering** skills: copying, leading, following, and mirroring.
- DK-2.6 Describe and evaluate the **choreographic tools** used in the dance works of his or her peers.
- DK-2.7 Translate simple **motif description/dance notation** into movement.

# KINDERGARTEN

## Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

### Indicators

- DK-3.1 Identify and demonstrate the difference between dance and other forms of movement (for example, sports maneuvers, everyday gestures).
- DK-3.2 Respond to dance by using dance terminology (for example, movement vocabulary, descriptive language, **dance notation**, dance elements).
- DK-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).
- DK-3.4 Explain the manner in which lighting, costuming, and props are used in a dance.
- DK-3.5 Explore dance movements that communicate feelings and ideas.

# KINDERGARTEN

## Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

### Indicators

- DK-4.1 Demonstrate multiple solutions to a simple movement problem (for example, creating rounded, twisted, stretched, and/or bent shapes) and identify his or her favorite solution.
- DK-4.2 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

# KINDERGARTEN

## History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

### Indicators

- DK-5.1 Perform two or more simple **folk dances** and/or **social dances** from different cultures.
- DK-5.2 Identify the role of dance in different communities and cultures.
- DK-5.3 Identify past and present notable figures in dance.
- DK-5.4 Observe and/or perform selected movements from masterworks (with all copyright restrictions observed).

# KINDERGARTEN

## Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

### Indicators

DK-6.1 Identify the ways that healthy practices enhance one's ability to dance.

DK-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury.

DK-6.3 Demonstrate **warm-up exercises** that prepare the body for dancing.

# KINDERGARTEN

## Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

### Indicators

- DK-7.1 Identify similarities and differences among the arts.
- DK-7.2 Respond to a dance by using another art form (for example, drawing, painting, singing).
- DK-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the water cycle).
- DK-7.4 Identify the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- DK-7.5 Identify applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- DK-7.6 Identify various careers in dance.

# GRADE 1

## Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

### Indicators

- D1-1.1 Demonstrate, identify, and recall **nonlocomotor** movements (for example, bend, twist, stretch, **swing**).
- D1-1.2 Demonstrate, identify, and recall **locomotor** movements (for example, walk, run, hop, jump).
- D1-1.3 Recognize and explore the similarities and/or differences between two or more **genres** or forms of dance.
- D1-1.4 Use his or her body to form shapes at low, middle, and high **levels**.
- D1-1.5 Safely maintain **personal space** while moving.
- D1-1.6 Start, change, and stop movement in response to a rhythm.
- D1-1.7 Demonstrate **kinesthetic** awareness through **exploration** of whole body and body parts in isolation.
- D1-1.8 Continue developing the ability to memorize and replicate brief movement sequences.
- D1-1-9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D1-1-10 Refine technique through teacher correction.

## GRADE 1

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D1-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D1-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).
- D1-2.3 Identify and demonstrate patterns in **choreographic structures**.
- D1-2.4 Work with a partner or in a small group during the **choreographic process**.
- D1-2.5 Demonstrate the following **partnering** skills: copying, leading, following, and mirroring.
- D1-2.6 Describe and evaluate the **choreographic tools** used in the dance works of his or her peers.
- D1-2.7 Translate simple **motif description/dance notation** into movement.

## GRADE 1

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D1-3.1 Identify and demonstrate the difference between dance and other forms of movement (for example, sports maneuvers, everyday gestures).
- D1-3.2 Respond to dance using dance terminology (for example, movement vocabulary, descriptive language, **dance notation, dance elements**).
- D1-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).
- D1-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements are used in a dance.
- D1-3.5 Explore dance movements that communicate feelings and ideas.

## **GRADE 1**

### **Critical and Creative Thinking**

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### **Indicators**

- D1-4.1 Demonstrate multiple solutions to a simple movement problem (for example, creating rounded, twisted, stretched and/or bent shapes) on multiple **levels** and identify his or her favorite solution.
- D1-4.2 Use correct dance and production terminology to describe the artistic and technical elements of various forms of dance.
- D1-4.3 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

# GRADE 1

## History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

### Indicators

- D1-5.1 Perform two or more simple **folk dances** and/or **social dances** from different cultures.
- D1-5.2 Identify the role of dance in different communities and cultures.
- D1-5.3 Identify past and present notable figures in dance.
- D1-5.4 Observe and/or perform selected movements from masterworks (with all copyright restrictions observed).

# GRADE 1

## Healthy Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

### Indicators

- D1-6.1 Identify and demonstrate the ways that healthy practices enhance one's ability to dance.
- D1-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury.
- D1-6.3 Demonstrate **warm-up exercises** that prepare the body for dancing.

# GRADE 1

## Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

### Indicators

- D1-7.1 Identify similarities and differences among the arts.
- D1-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D1-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the water cycle).
- D1-7.4 Identify the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).
- D1-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- D1-7.6 Identify various careers in dance.

## GRADE 2

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D2-1.1 Demonstrate, identify, and recall **nonlocomotor** movements (for example, **swing**, sway, push, pull, shake, kick, rise, fall).
- D2-1.2 Demonstrate, identify, and recall **locomotor** movements (for example, roll, gallop, skip, leap, slither, march, slide).
- D2-1.3 Recognize and explore the similarities and/or differences between two or more **genres** or forms of dance.
- D2-1.4 Use his or her body to form shapes at low, middle, and high **levels**.
- D2-1.5 Safely maintain **personal space** while moving.
- D2-1.6 Start, change, and stop movement in response to a rhythm.
- D2-1.7 Demonstrate **kinesthetic** awareness through **exploration** of whole body and body parts in isolation.
- D2-1.8 Continue developing the ability to memorize and replicate brief movement sequences.
- D2-1.9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels**, **direction**) in a brief **movement study**.
- D2-1.10 Refine technique through teacher correction.

## GRADE 2

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D2-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D2-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).
- D2-2.3 Identify and demonstrate patterns in **choreographic structures**.
- D2-2.4 Work with a partner or in a small group during the **choreographic process**.
- D2-2.5 Demonstrate the following **partnering** skills: copying, leading, following, and mirroring.
- D2-2.6 Describe and evaluate the **choreographic tools** used in the dance works of his or her peers.
- D2-2.7 Translate simple **motif description/dance notation** into movement.

## GRADE 2

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D2-3.1 Identify and demonstrate the difference between dance and other forms of human movement (for example, sports maneuvers, everyday gestures).
- D2-3.2 Respond to dance using dance terminology (for example, movement vocabulary, descriptive language, **dance notation, dance elements.**)
- D2-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).
- D2-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements are used in a dance.
- D2-3.5 Explore dance movements that communicate feelings and ideas.

## GRADE 2

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D2-4.1 Demonstrate multiple solutions to several simple movement problems (for example, creating rounded, twisted, stretched, and/or bent shapes) on multiple **levels** and identify his or her favorite solution.
- D2-4.2 Use correct dance and production terminology to describe the artistic and technical elements of various forms of dance.
- D2-4.3 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## GRADE 2

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- D2-5.1 Perform two or more simple **folk dances** and/or **social dances** from different cultures.
- D2-5.2 Identify the role of dance in different communities and cultures
- D2-5.3 Identify past and present notable figures in dance.
- D2-5.4 Observe and/or perform selected dance movements from masterworks (with all copyright restrictions observed).

## GRADE 2

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- D2-6.1 Identify and demonstrate the manner in which healthy practices enhance one's ability to dance.
- D2-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury.
- D2-6.3 Demonstrate **warm-up exercises** that prepare the body for dancing.

## GRADE 2

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D2-7.1 Identify similarities and differences among the arts.
- D2-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D2-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the life cycle).
- D2-7.4 Identify the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- D2-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- D2-7.6 Identify various careers in dance.

## GRADE 3

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in **locomotor** and **nonlocomotor** movements.
- D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more **genres** or forms of dance.
- D3-1.3 Explore **transitions** between shapes formed on low, middle, and high **levels**.
- D3-1.4 Safely maintain **personal space** while moving.
- D3.1-5 Identify and demonstrate a range of **movement qualities** (for example, sharp, smooth, **swinging**, shaking, loose).
- D3.1-6 Develop and demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** when performing movement skills.
- D3.1-7 Demonstrate accurate memorization and replication of brief movement sequences.
- D3.1-8 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D3.1-9 Continue to refine technique through teacher correction and self-evaluation.

## GRADE 3

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D3-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D3-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, **space**, and/or force/energy.
- D3-2.3 Identify and demonstrate the structures or forms of **AB, ABA, canon, call and response**, and **narrative**.
- D3-2.4 Explore and demonstrate the principles of contrast and **transition**.
- D3-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- D3-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- D3-2.7 Analyze and describe the **choreographic tools** used in major dance works and in those of his or her peers.
- D3-2.8 Use **motif description/dance notation** to create and record brief dance **phrases**.

## GRADE 3

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D3-3.1 Identify and demonstrate the difference between literal and abstract gestures.
- D3-3.2 Respond to and interpret dance using dance terminology (for example, movement vocabulary, descriptive language, **dance notation, dance elements**)
- D3-3.3 Respond to the accompaniment in a dance and identify the mood it creates (for example, sound, music, spoken text).
- D3-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance.
- D3-3.5 Explore and perform dances and create brief movement sequences that communicate feelings and ideas.

## GRADE 3

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D3-4.1 Demonstrate multiple solutions to a complex movement problem (for example, moving through **space** in a curved **pathway** while changing **levels**) and identify the most interesting solutions.
- D3-4.2 Compare and contrast two very different dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- D3-4.3 Identify and describe **aesthetic criteria** within dances (for example, skill of the performers, originality of the **choreography**, intent of the choreographer).
- D3-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## GRADE 3

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- D3-5.1 Perform two or more simple **folk dances, social dances, classical dances**, and/or **theatrical dances** from a variety of cultures and identify and describe the similarities and differences among them.
- D3-5.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.
- D3-5.3 Compare and contrast the works of past and present notable figures in dance.
- D3-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).

## GRADE 3

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- D3-6.1 Recognize the ways that healthy practices enhance one's ability to dance, demonstrating respect for his or her own physical well-being and that of others
- D3-6.2 Identify and describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury.
- D3-6.3 Demonstrate **warm-up exercises** and explain the ways that warming up prepares the body for dancing.

## GRADE 3

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D3-7.1 Identify and describe similarities and differences among the arts.
- D3-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D3-7.3 Explore movement and create a brief movement **phrase** based on a concept or idea from another discipline or everyday life (for example, the water cycle).
- D3-7.4 Identify the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- D3-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- D3-7.6 Identify various careers in dance.

## GRADE 4

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D4-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination when alternating between **locomotor** and **nonlocomotor** movements.
- D4-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more **genres** or forms of dance.
- D4-1.3 Explore **transitions** between shapes formed on low, middle, and high **levels**.
- D4-1.4 Identify and demonstrate a range of **movement qualities** (for example, sharp, smooth, **swinging**, shaking, loose).
- D4-1.5 Demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** when performing movement skills.
- D4-1.6 Demonstrate accurate memorization and replication of brief movement sequences.
- D4-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D4.1-8 Continue to refine technique through teacher correction and self-evaluation.

## GRADE 4

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D4-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D4-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, **space**, and/or force/energy.
- D4-2.3 Identify and demonstrate the structures or forms of **AB, ABA, canon, call and response**, and **narrative**.
- D4-2.4 Explore and demonstrate the principles of contrast and **transition**.
- D4-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- D4-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- D4-2.7 Analyze and describe the **choreographic tools** used in major dance works and in those of his or her peers.
- D4-2.8 Use **motif description/dance notation** to create and record brief dance **phrases**.

## GRADE 4

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D4-3.1 Identify and demonstrate the difference between literal and abstract gestures.
- D4-3.2 Respond to and interpret dance using dance terminology (for example, movement vocabulary, descriptive language, **dance notation, dance elements**)
- D4-3.3 Respond to the accompaniment in a dance and identify the mood it creates (for example, sound, music, spoken text).
- D4-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance.
- D4-3.5 Explore and perform dances and create brief movement sequences that communicate feelings and ideas.

## GRADE 4

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D4-4.1 Create and demonstrate multiple solutions to several complex movement problems (for example, moving through **space** in a curving **pathway** while changing **levels**) and identify the most interesting solutions.
- D4-4.2 Compare and contrast two very different dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- D4-4.3 Identify and describe **aesthetic criteria** within dances (for example, skill of the performers, originality of the **choreography**, intent of the choreographer).
- D4-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## GRADE 4

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- D4-5.1 Perform three or more simple **folk dances, social dances, classical dances,** and/or **theatrical dances** from a variety of cultures and identify and describe the similarities and differences among them.
- D4-5.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.
- D4-5.3 Compare and contrast the works of past and present notable figures in dance.
- D4-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).

## GRADE 4

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- D4-6.1 Recognize the ways that healthy practices enhance one's ability to dance, demonstrating respect for his or her own physical well-being and that of others
- D4-6.2 Identify and describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury.
- D4-6.3 Demonstrate **warm-up exercises** and explain the ways that warming up prepares the body for dancing.

## GRADE 4

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D4-7.1 Identify and describe the similarities and differences among the arts.
- D4-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D4-7.3 Explore movement and create a brief movement **phrase** that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).
- D4-7.4 Identify and describe the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- D4-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- D4-7.6 Identify and describe the responsibilities associated with various careers in dance.

## GRADE 5

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D5-1.1 Demonstrate increasing awareness of strength, range of motion, agility, and coordination when alternating between **locomotor** and **nonlocomotor** movements.
- D5.1-2 Identify and demonstrate basic dance steps, positions, and patterns in two or more **genres** or forms of dance.
- D5.1-3 Create and refine simple **transitions** between shapes formed on low, middle, and high **levels**.
- D5.1-4 Identify and demonstrate an increasing range of **movement qualities** (for example, sharp, smooth, **swinging**, shaking, loose).
- D5.1-5 Demonstrate **kinesthetic** awareness, concentration, focus, and **projection** when performing movement skills.
- D5.1-6 Demonstrate accurate memorization and replication of movement sequences.
- D5.1-7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D5.1-8 Continue to refine technique through teacher correction and self-evaluation.

## GRADE 5

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D5-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D5-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, **space**, and/or force/energy.
- D5-2.3 Identify and demonstrate the structures or forms of **AB, ABA, canon, call and response**, and **narrative**.
- D5-2.4 Explore and demonstrate the principles of contrast and **transition**.
- D5-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- D5-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- D5-2.7 Analyze and describe the **choreographic tools** used in major dance works and in those of his or her peers.
- D5-2.8 Use **motif description/dance notation** to create and record brief dance **phrases**.

## GRADE 5

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D5-3.1 Identify and demonstrate the difference between literal and abstract gestures.
- D5-3.2 Respond to and interpret dance by using appropriate terminology (for example, movement vocabulary, descriptive language, and dance **notation**).
- D5-3.3 Explain the ways that different accompaniment (for example, sound, music, spoken text) can affect the meaning of a dance.
- D5-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a specific dance.
- D5-3.5 Create and perform a brief dance sequence that communicates a topic of personal significance.

## GRADE 5

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D5-4.1 Create and demonstrate multiple solutions to several complex movement problems (for example, moving through space in a curved pathway while changing **levels**) and identify the most interesting solutions.
- D5-4.2 Compare and contrast two very different dance **compositions** in terms of space (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/movement qualities (for example, weight, flow).
- D5-4.3 Identify and describe aesthetic criteria within dances (for example, skill of the performers, originality of the **choreography**, intent of the choreographer).
- D5-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## **GRADE 5**

### **History and Culture**

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### **Indicators**

- D5-5.1 Perform three or more simple **folk dances, social dances, classical dances,** and/or **theatrical dances** from a variety of cultures and identify and describe the similarities and differences among them.
- D5-5.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.
- D5-5.3 Compare and contrast the works of past and present notable figures in dance.
- D5-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).

## GRADE 5

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- D5-6.1 Recognize the ways that healthy practices enhance one's ability to dance, demonstrating respect for his or her own physical well-being and that of others
- D5-6.2 Identify and describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury.
- D5-6.3 Demonstrate **warm-up exercises** and explain the ways that warming up prepares the body for dancing.

## GRADE 5

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D5-7.1 Identify, describe and analyze the similarities and differences among the arts.
- D5-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D5-7.3 Create a brief movement **phrase** that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).
- D5-7.4 Identify and describe the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- D5-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- D5-7.6 Identify and describe the responsibilities associated with various careers in dance.

## GRADE 6

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D6-1.1 Demonstrate movement from a variety of dance techniques and **kinesthetic** skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
- D6-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more **genres** or forms of dance.
- D6-1.3 Create and refine complex **transitions** between shapes formed on low, middle, and high **levels**.
- D6-1.4 Identify and demonstrate an increasing range of **movement qualities** (for example, **sustained, percussive, vibratory, bound, free-flowing**).
- D6-1.5 Demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** when performing movement skills.
- D6-1.6 Demonstrate accurate memorization and replication of movement sequences.
- D6-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D6-1.8 Continue to refine technique through teacher correction and self-evaluation.

## GRADE 6

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D6-2.1 Use movement **exploration** to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D6-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, **space**, and/or force/energy.
- D6-2.3 Identify and demonstrate the structures or forms of **AB, ABA, canon, call and response**, and **narrative**.
- D6-2.4 Create original dance **phrases** or brief movement studies that demonstrate the principles of contrast and **transition**.
- D6-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- D6-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- D6-2.7 Analyze and describe the **choreographic tools** used in major dance works and in those of his or her peers.
- D6-2.8 Translate basic **motif description/dance notation** into movement and use description/notation to record dance **phrases**.

## GRADE 6

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D6-3.1 Identify and demonstrate the difference between literal and abstract gestures.
- D6-3.2 Analyze the main idea, theme, or feeling of a dance in relation to his or her personal context.
- D6-3.3 Explain the ways that different accompaniment (for example, sound, music, spoken text) can affect the meaning of a dance.
- D6-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a specific dance.
- D6-3.5 Create and perform a brief dance sequence that communicates a topic of personal significance.

## GRADE 6

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D6-4.1 Create and demonstrate multiple solutions to movement problems; identify the most interesting solutions and explain choices.
- D6-4.2 Compare and contrast two or more subtly differing dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), force/energy/**movement qualities** (for example, weight, flow).
- D6-4.3 Identify and describe **aesthetic criteria** within dances (for example, skill of the performers, originality of the **choreography**, intent of the choreographer).
- D6-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## GRADE 6

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- D6-5.1 Perform four or more simple **folk dances, social dances, classical dances,** and/or **theatrical dances** and identify and describe the similarities and differences among them.
- D6-5.2 Identify the role of dance in various cultures and historical contexts and distinguish the similarities and differences among them.
- D6-5.3 Identify notable figures in dance and distinguish and/or evaluate the similarities and differences among their works and/or contributions.
- D6-5.4 Observe and/or perform excerpts from masterworks or etudes based on masterworks (with all copyright restrictions observed).

## **GRADE 6**

### **Healthful Living**

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### **Indicators**

- D6-6.1 Identify and describe the ways that dance promotes strength, health and well-being, physical safety, and reduced risk of injury.
- D6-6.2 Identify exercises to warm up specific muscle groups and explain the ways that warming up prepares the body for dancing.
- D6-6.3 Identify the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect the dancer.
- D6-6.4 Identify the bones in the skeletal system and demonstrate an understanding of proper alignment.

## GRADE 6

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D6-7.1 Identify, describe and analyze the similarities and differences among the arts.
- D6-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D6-7.3 Create a brief movement **phrase** that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).
- D6-7.4 Identify and describe the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- D6-7.5 Identify and describe applications of **technology** and documentation in the field of dance (for example, technical production, **dance notation**, research, **choreography**, reconstruction of historical dance works).
- D6-7.6 Identify and describe the responsibilities associated with various careers in dance.

## GRADE 7

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D7-1.1 Demonstrate and describe movement from a variety of dance techniques and **kinesthetic** skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).
- D7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more **genres** or forms of dance.
- D7-1.3 Create and refine complex **transitions** using a variety of spatial **directions, pathways, and levels**.
- D7-1.4 Identify and demonstrate an increasing range of **movement qualities** (for example, **sustained, percussive, vibratory, bound, free-flowing**).
- D7-1.5 Demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** when performing movement skills.
- D7-1.6 Demonstrate accurate memorization and replication of movement sequences.
- D7-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D7-1.8 Continue to refine technique through teacher correction and self-evaluation.

## GRADE 7

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D7-2.1 Use **improvisation** to generate movement and perform brief **compositions** based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D7-2.2 Create variations on an original **phrase** by using a variety of processes (for example, **fragmentation**, **augmentation**, **diminution**, transposition, reordering, **chance**).
- D7-2.3 Identify and demonstrate the structures or forms of **AB**, **ABA**, **canon**, **call and response**, and **narrative**.
- D7-2.4 Create original dance **phrases** or brief movement studies that demonstrate the principles of contrast and **transition**.
- D7-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- D7-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- D7-2.7 Analyze and describe the **choreographic tools** used in major dance works and in those of his or her peers.
- D7-2.8 Translate basic **motif description/dance notation** into movement and use description/notation to record dance **phrases**.

## GRADE 7

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D7-3.1 Create and perform brief dance sequences that communicate meaning through literal and abstract gestures and movements.
- D7-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
- D7-3.3 Explain ways that different accompaniment (for example, sound, music, spoken text) can affect the meaning of a dance.
- D7-3.4 Create a dance and describe the lighting, costumes, props, and other scenic elements that would contribute to its meaning.
- D7-3.5 Create and perform a dance sequence that communicates a topic of personal significance.

## GRADE 7

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D7-4.1 Create and demonstrate multiple solutions to movement problems; identify the most interesting solutions and explain his or her choices.
- D7-4.2 Compare and contrast two or more subtly differing dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- D7-4.3 Identify, describe, and analyze the quality of dances on the basis of **aesthetic criteria** (for example, skill of the performers, originality of the **choreography**, intent of the choreographer).
- D7-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## GRADE 7

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- D7-5.1 Perform four or more simple **folk dances, social dances, classical dances,** and/or **theatrical dances** and identify and describe the similarities and differences among them.
- D7-5.2 Identify the role of dance in various cultures and historical contexts and distinguish the similarities and differences among them.
- D7-5.3 Identify notable figures in dance and distinguish and/or evaluate the similarities and differences among their works and/or contributions.
- D7-5.4 Perform excerpts from masterworks or etudes based on masterworks (with all copyright restrictions observed).

## GRADE 7

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- D7-6.1 Identify and describe the ways that dance promotes strength, health and well-being, physical safety, and reduced risk of injury.
- D7-6.2 Identify and describe ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- D7-6.3 Identify and demonstrate **warm-up exercises** for specific muscle groups and explain the ways that warming up prepares the body for dancing.
- D7-6.4 Identify and describe ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect the dancer.
- D7-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.

## GRADE 7

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D7-7.1 Identify, describe, and analyze the similarities and differences among the arts.
- D7-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D7-7.3 Create a movement **phrase** that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).
- D7-7.4 Identify, describe, and analyze the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).
- D7-7.5 Demonstrate basic proficiency in at least two forms of documentation or technological applications related to dance (for example, **human animation software**, information retrieval via the Internet, videotaping, video editing, **dance notation**).
- D7-7.6 Identify and describe the responsibilities associated with various careers in dance.

## GRADE 8

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- D8-1.1 Demonstrate and describe movement from a variety of dance techniques and **kinesthetic** skills (for example, initiation of movement, weight shift, fall and recovery, contraction and release).
- D8-1.2 Identify and demonstrate basic dance steps, positions, and patterns in four or more **genres** or forms of dance.
- D8-1.3 Form shapes and create designs with his or her body and in relation to others' bodies, using a variety of spatial **directions, pathways, and levels**.
- D8-1.4 Identify and demonstrate a broad range of **movement qualities** (for example, **sustained, percussive, vibratory, bound, free-flowing**).
- D8-1.5 Demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** when performing movement skills.
- D8-1.6 Demonstrate accurate memorization and replication of movement sequences.
- D8-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study**.
- D8-1.8 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.

## GRADE 8

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- D8-2.1 Use **improvisation** to generate movement and perform brief **compositions** based on a variety of stimuli (for example, sensory cues, ideas, moods).
- D8-2.2 Create variations on an original **phrase** by using a variety of processes (for example, **fragmentation**, **augmentation**, **diminution**, transposition, reordering, **chance**).
- D8-2.3 Identify and demonstrate the structures or forms of **AB**, **ABA**, **canon**, **call and response**, and **narrative**.
- D8-2.4 Create original dance **phrases** or brief movement studies that demonstrate the principles of contrast and **transition**.
- D8-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- D8-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- D8-2.7 Compare and contrast two or more dance works and define the **choreographic tools** being used in each.
- D8-2.8 Translate basic **motif description/dance notation** into movement and use description/notation to record dance **phrases**.

## GRADE 8

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- D8-3.1 Create and perform brief dance sequences that communicate personal ideas, experiences, feelings, concepts, or images.
- D8-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
- D8-3.3 Create a dance sequence and select accompaniment (for example, sound, music, spoken text) that supports its meaning.
- D8-3.4 Create a dance and describe lighting, costumes, props, and other scenic elements that would contribute to its meaning.
- D8-3.5 Create and perform a dance sequence that communicates a topic of personal significance.

## GRADE 8

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- D8-4.1 Create and demonstrate multiple solutions to movement problems; identify the most interesting solutions and explain his or her choices.
- D8-4.2 Compare and contrast two or more subtly differing dance **compositions** in terms of space (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/movement qualities (for example, weight, flow).
- D8-4.3 Identify, describe, analyze, and evaluate the quality of dances on the basis of aesthetic criteria (for example, skill of the performers, originality of the **choreography**, intent of the choreographer).
- D8-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

## GRADE 8

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- D8-5.1 Perform four or more simple **folk dances, social dances, classical dances,** and/or **theatrical dances** and identify and describe the similarities and differences among them.
- D8-5.2 Identify the role of dance in various cultures and historical contexts and distinguish the similarities and differences among them.
- D8-5.3 Identify notable figures in dance and distinguish and/or evaluate the similarities and differences among their works and/or contributions.
- D8-5.4 Perform excerpts from masterworks or etudes based on masterworks (with all copyright restrictions observed).

## GRADE 8

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- D8-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.
- D8-6.2 Identify and describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- D8-6.3 Identify, demonstrate, and create **warm-up exercises** for specific muscle groups and explain the ways that warming up prepares the body for dancing.
- D8-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer.
- D8-6.5 Identify bones and muscle groups and the ways that alignment, flexibility, and strength contribute to the body's range of motion.

## GRADE 8

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- D8-7.1 Identify, describe, and analyze the similarities and differences among the arts.
- D8-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- D8-7.3 Create a movement **phrase** that demonstrates examples of concepts used both in dance and in a discipline outside the arts or everyday life (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics).
- D8-7.4 Identify describe, and analyze the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).
- D8-7.5 Demonstrate basic proficiency in at least two technological applications related to dance (for example, **human animation software**, information retrieval via the Internet, **dance notation**, videotaping, video editing).
- D8-7.6 Identify and describe the responsibilities associated with various careers in dance and identify personal career interests.

# HIGH SCHOOL

## LEVEL 1

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- DH1-1.1 Identify and demonstrate increasingly complex movement sequences from codified dance techniques and **kinesthetic** skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release).
- DH1-1.2 Identify and demonstrate complex dance steps, positions, and patterns in two or more **genres** or forms of dance.
- DH1-1.3 Form shapes and create designs with his or her body and in relation to others' bodies, using a variety of spatial **directions, pathways, and levels.**
- DH1-1.4 Perform movement sequences with a broad range of **movement qualities.**
- DH1-1.5 Demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** in performing movement sequences.
- DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.
- DH1-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, **swing**, bend) and movement elements (for example, **levels, direction**) in a brief **movement study.**
- DH1-1.8 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.

# HIGH SCHOOL

## LEVEL 1

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- DH1-2.1 Use **improvisation** to generate movement and perform brief **compositions** based on a variety of stimuli (for example, sensory cues, ideas, moods).
- DH1-2.2 Create variations on an original **phrase** by using a variety of processes (for example, **fragmentation, augmentation, diminution, transposition, reordering, chance**).
- DH1-2.3 Identify and demonstrate the structures or forms of **AB, ABA, canon, call and response, and narrative**.
- DH1-2.4 Create original dance **phrases** or brief movement studies that demonstrate the principles of contrast and **transition**.
- DH1-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- DH1-2.6 Demonstrate the following **partnering** skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
- DH1-2.7 Compare and contrast two or more dance works and define the **choreographic tools** being used in each.
- DH1-2.8 Translate basic **motif description/dance notation** into movement and use description/notation to record dance **phrases**.

**HIGH SCHOOL  
LEVEL 1**

**Nonverbal Communication**

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

**Indicators**

- DH1-3.1 Create and perform brief dance **compositions** that communicate personal ideas, experiences, feelings, concepts, or images.
- DH1-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
- DH1-3.3 Create a dance sequence and select accompaniment (for example, sound, music, spoken text) that supports its meaning.
- DH1-3.4 Create a dance and describe lighting, costumes, props, and other scenic elements that would contribute to its meaning.

# HIGH SCHOOL LEVEL 1

## Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

### Indicators

- DH1-4.1 Create a short dance and revise it over time, articulating the reasons for his or her artistic choices and describing ways that the dance was impacted by those choices.
- DH1-4.2 Compare and contrast several subtly differing dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- DH1-4.3 Create and apply a framework of **aesthetic criteria** for evaluating his or her own dance work and that of others.
- DH1-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

**HIGH SCHOOL  
LEVEL 1**

**History and Culture**

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

**Indicators**

- DH1-5.1 Perform four or more increasingly complex **folk dances, social dances, classical dances**, and/or **theatrical dances** from a variety of cultures and describe the similarities and differences among them.
- DH1-5.2 Illustrate the significance of important events related to dance in various social, cultural, political, and historical contexts.
- DH1-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.
- DH1-5.4 Perform excerpts or entire repertory etudes and/or masterworks (with all copyright restrictions observed).

# HIGH SCHOOL LEVEL 1

## Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

### Indicators

- DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.
- DH1-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- DH1-6.3 Identify, demonstrate, and create **warm-up exercises** for specific muscle groups and explain the ways that warming up prepares the body for dancing.
- DH1-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.
- DH1-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.

# HIGH SCHOOL

## LEVEL 1

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- DH1-7.1 Identify, describe, and analyze the similarities and differences among the arts.
- DH1-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- DH1-7.3 Create a dance that demonstrates examples of concepts used both in dance and in a discipline outside the arts or everyday life (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics).
- DH1-7.4 Identify, describe, and analyze the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- DH1-7.5 Demonstrate basic proficiency in two or more technological applications related to dance (for example, **human animation software**, information retrieval via the Internet, **dance notation**, videotaping, video editing).
- DH1-7.6 Identify and describe the responsibilities associated with various careers in dance and identify personal career interests.

# HIGH SCHOOL

## LEVEL 2

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- DH2-1.1 Exhibit and explain **kinesthetic** awareness while performing codified dance techniques and movement skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release).
- DH2-1.2 Identify and demonstrate complex dance steps, positions, and patterns in three or more **genres** or forms of dance.
- DH2-1.3 Identify and demonstrate increasingly complex shapes and designs with his or her body and in relation to others' bodies, using a variety of spatial **directions, pathways, and levels**.
- DH2-1.4 Perform increasingly complex combinations and variations with a broad range of **movement qualities**.
- DH2-1.5 Demonstrate increasing **kinesthetic** awareness, concentration, focus, and **projection** in performing movement sequences.
- DH2-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.
- DH2-1.7 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.

# HIGH SCHOOL LEVEL 2

## Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

### Indicators

- DH2-2.1 Use **improvisation** to generate movement and perform **choreography** based on a variety of stimuli (for example, sensory cues, ideas, moods).
- DH2-2.2 Create variations on an original **phrase** by using a variety of processes (for example, **fragmentation**, **augmentation**, **diminution**, transposition, reordering, **chance**).
- DH2-2.3 Identify and demonstrate the structures or forms of **AB**, **ABA**, **canon**, **call and response**, and **narrative**.
- DH2-2.4 Create original dance **phrases** or brief movement studies that demonstrate the principles of contrast and **transition**.
- DH2-2.5 Work alone, with a partner, or in a small group during the **choreographic process**.
- DH2-2.6 Use **partnering** skills to generate **choreography** that incorporates contact (for example, weight sharing, lifting).
- DH2-2.7 Compare and contrast two or more dance works and define the **choreographic tools** being used in each.
- DH2-2.8 Translate basic **motif description/dance notation** into movement and use description/notation to record dance **phrases**.

# HIGH SCHOOL

## LEVEL 2

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- DH2-3.1 Create and perform brief dance **compositions** that communicate personal ideas, experiences, feelings, concepts, or images.
- DH2-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
- DH2-3.3 Create a dance sequence and select accompaniment (for example, sound, music, spoken text) that supports its meaning.
- DH2-3.4 Create a dance and describe lighting, costumes, props, and other scenic elements that would contribute to its meaning.

## HIGH SCHOOL LEVEL 2

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- DH2-4.1 Create a short dance and revise it over time, articulating the reasons for his or her artistic choices and describing ways that the dance was impacted by those choices.
- DH2-4.2 Compare and contrast several subtly differing dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- DH2-4.3 Create and apply a framework of **aesthetic criteria** for evaluating his or her own dance work and that of others.
- DH2-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

# HIGH SCHOOL LEVEL 2

## History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

### Indicators

- DH2-5.1 Perform four or more increasingly complex **folk dances, social dances, classical dances**, and/or **theatrical dances** from a variety of cultures and describe the similarities and differences among them.
- DH2-5.2 Illustrate the significance of important events related to dance in various social, cultural, political, and historical contexts.
- DH2-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.
- DH2-5.4 Perform entire repertory etudes and/or masterworks (with all copyright restrictions observed).

# HIGH SCHOOL LEVEL 2

## Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

### Indicators

- DH2-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.
- DH2-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- DH2-6.3 Identify, demonstrate, and create **warm-up exercises** for up specific muscle groups and explain the ways that warming up prepares the body for dancing.
- DH2-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.
- DH2-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.

# HIGH SCHOOL LEVEL 2

## Making Connections

**Standard 7:** The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world.

### Indicators

- DH2-7.1 Identify, describe, and analyze the similarities and differences among the arts.
- DH2-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- DH2-7.3 Create a dance that demonstrates examples of concepts used both in dance and in a discipline outside the arts or everyday life (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics).
- DH2-7.4 Identify, describe, and analyze the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).
- DH2-7.5 Demonstrate basic proficiency in two or more technological applications related to dance (for example, **human animation software**, information retrieval via the Internet, **dance notation**, videotaping, video editing).
- DH2-7.6 Identify and describe the responsibilities associated with various careers in dance and identify personal career interests.

# HIGH SCHOOL

## LEVEL 3

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- DH3-1.1 Exhibit and explain **kinesthetic** awareness while performing codified dance techniques and movement skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release, use of breath to support movement).
- DH3-1.2 Identify and demonstrate complex dance steps, positions, and patterns among four or more **genres** or forms of dance.
- DH3-1.3 Identify and demonstrate increasingly complex shapes and designs with his or her body and in relation to others' bodies, using a variety of spatial **directions, pathways, and levels**.
- DH3-1.4 Perform increasingly complex combinations and variations with a broad range of **movement qualities**.
- DH3-1.5 Demonstrate **kinesthetic** awareness, concentration, focus, and **projection** in performing movement sequences.
- DH3-1.6 Learn, commit to memory, and replicate entire dance works created by him- or herself and by others.
- DH3-1.7 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.

# HIGH SCHOOL LEVEL 3

## Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

### Indicators

- DH3-2.1 Use **improvisation** to generate movement and perform **choreography** based on a variety of stimuli (for example, sensory cues, ideas, moods).
- DH3-2.2 Choreograph a duet, trio, or larger group dance that demonstrates an understanding of choreographic principles, processes, and structures.
- DH3-2.3 Work alone, with a partner, or in a small group during the **choreographic process**; direct or facilitate a group of dancers during the **choreographic process**.
- DH3-2.4 Use **partnering** skills to generate **choreography** that incorporates contact (for example, weight sharing, lifting).
- DH3-2.5 Describe and analyze the ways that a choreographer has **manipulated** and developed the movement in a dance.
- DH3-2.6 Use **motif description/dance notation** as a tool for the documentation and reconstruction of **choreography**.

# HIGH SCHOOL

## LEVEL 3

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- DH3-3.1 Create and perform dance **compositions** that communicate ideas, experiences, feelings, concepts, or images that have personal meaning or social significance.
- DH3-3.2 Analyze and evaluate the main idea, theme, or feeling of a dance in relation to a personal context.
- DH3-3.3 Create dances and select accompaniment (for example, sound, music, spoken text) that supports their meanings.
- DH3-3.4 Create a dance and design and/or execute lighting, costuming, props, and/or other scenic elements that contribute to its meaning.
- DH3-3.5 Create an original dance work that communicates a topic of personal significance.

## HIGH SCHOOL LEVEL 3

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

#### Indicators

- DH3-4.1 Create dances and revise them over time, articulating the reasons for artistic choices and describing the ways these dances were impacted by such choices.
- DH3-4.2 Compare and contrast several subtly differing dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- DH3-4.3 Create and apply a framework of **aesthetic criteria** for evaluating his or her own dance work and that of others.
- DH3-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

# HIGH SCHOOL LEVEL 3

## History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

### Indicators

- DH3-5.1 Perform four or more complex **folk dances, social dances, classical dances,** and/or **theatrical dances** from a variety of cultures and describe the similarities and differences among them.
- DH3-5.2 Analyze the role and significance of various dance forms in a variety of social, cultural, political, and historical contexts.
- DH3-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.
- DH3-5.4 Perform entire repertory etudes and/or masterworks (with all copyright restrictions observed).

# HIGH SCHOOL

## LEVEL 3

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- DH3-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.
- DH3-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- DH3-6.3 Identify, demonstrate, and create **warm-up exercises** for specific muscle groups and explain the ways that warming up prepares the body for dancing.
- DH3-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.
- DH2-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.

# HIGH SCHOOL

## LEVEL 3

### Making Connections

**Standard 7:** The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- DH3-7.1 Identify, describe, and analyze the similarities and differences among the arts
- DH3-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- DH3-7.3 Create dances that demonstrate examples of concepts that are used not only in dance but also in disciplines outside the arts (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics) as well as in everyday life.
- DH3-7.4 Identify, describe, and analyze the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).
- DH3-7.5 Demonstrate proficiency in two or more technological applications related to dance and explain the ways that they reinforce and enhance various practices within the field of dance (for example, **human animation software**, information retrieval via the Internet, **dance notation**, videotaping, video editing).
- DH3-7.6 Explore diverse career options available in dance and participate in job shadowing and internships.

# HIGH SCHOOL

## LEVEL 4

### Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

#### Indicators

- DH4-1.1 Exhibit clarity, consistency, and stylistic nuance while performing a variety of codified dance techniques and movement skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release, use of breath to support movement).
- DH4-1.2 Identify and demonstrate complex dance steps, positions, and patterns in four or more **genres** or forms of dance.
- DH4-1.3 Identify and demonstrate increasingly complex shapes and designs with his or her body and in relation to others' bodies, using a variety of spatial **directions, pathways, and levels**.
- DH4-1.4 Perform complex combinations and variations with a broad range of **movement qualities**.
- DH4-1.5 Demonstrate **kinesthetic** awareness, concentration, focus, and **projection** in performing movement sequences.
- DH4-1.6 Learn, commit to memory, and replicate entire dance works created by him- or herself and by others.
- DH4-1.7 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.

# HIGH SCHOOL

## LEVEL 4

### Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

#### Indicators

- DH4-2.1 Use **improvisation** to generate movement and perform **choreography** based on a variety of stimuli (for example, sensory cues, ideas, moods).
- DH4-2.2 Choreograph a duet, trio, or larger group dance that demonstrates an understanding of choreographic principles, processes, and structures.
- DH4-2.3 Work alone, with a partner, or in a small group during the **choreographic process**; direct or facilitate a group of dancers during the **choreographic process**.
- DH4-2.4 Use **partnering** skills to generate **choreography** that incorporates contact (for example, weight sharing, lifting).
- DH4-2.5 Describe and analyze the ways that a choreographer has **manipulated** and developed the content in a dance.
- DH4-2.6 Use **motif description/dance notation** as a tool for the documentation and reconstruction of **choreography**.

# HIGH SCHOOL

## LEVEL 4

### Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

#### Indicators

- DH4-3.1 Create and perform dance **compositions** that communicate ideas, experiences, feelings, concepts, or images that have personal meaning or social significance.
- DH4-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
- DH4-3.3 Create dances and select accompaniment (for example, sound, music, spoken text) that support the meanings of those dances.
- DH4-3.4 Create a dance and design and/or execute lighting, costuming, props, and/or other scenic elements that contribute to its meaning.
- DH4-3.5 Create an original dance work that communicates a topic of personal significance.

## HIGH SCHOOL

### LEVEL 4

#### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

##### Indicators

- DH4-4.1 Create dances and revise them over time, articulating the reasons for artistic choices and describing the ways these dances were impacted by such choices.
- DH4-4.2 Compare and contrast several subtly differing dance **compositions** in terms of **space** (for example, shape, **pathways**), time (for example, rhythm, **tempo**), and/or force/energy/**movement qualities** (for example, weight, flow).
- DH4-4.3 Create and apply a framework of **aesthetic criteria** for evaluating his or her own dance work and that of others.
- DH4-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

# HIGH SCHOOL

## LEVEL 4

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

#### Indicators

- DH4-5.1 Perform four or more complex **folk dances, social dances, classical dances**, and/or **theatrical dances** from a variety of cultures and describe the similarities and differences among them.
- DH4-5.2 Analyze the role and significance of various dance forms in a variety of social, cultural, political, and historical contexts.
- DH4-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.
- DH4-5.4 Perform entire repertory etudes and/or masterworks (with all copyright restrictions observed).

# HIGH SCHOOL

## LEVEL 4

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

#### Indicators

- DH4-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.
- DH4-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- DH4-6.3 Identify, demonstrate, and create **warm-up exercises** for specific muscle groups and explain the ways that warming up prepares the body for dancing.
- DH4-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.
- DH4-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.

## HIGH SCHOOL

### LEVEL 4

#### Making Connections

**Standard 7:** The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world.

#### Indicators

- DH4-7.1 Identify, describe, and analyze the similarities and differences among the arts
- DH4-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
- DH4-7.3 Create dances that demonstrate concepts that are used not only in dance but also in disciplines outside the arts (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics) as well as in everyday life.
- DH4-7.4 Identify, describe, and analyze the similarities and differences between the **choreographic process** and the process of another discipline (for example, the writing process, scientific inquiry).
- DH4-7.5 Demonstrate proficiency in two or more technological applications related to dance and explain the ways in which they reinforce and enhance various practices within the field of dance (for example, **human animation software**, information retrieval via the Internet, **dance notation**, videotaping, video editing).
- DH4-7.6 Explore diverse career options available in dance and participate in job shadowing and internships.

## Dance Standards: Grades K – 12 Technique

**Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>TH</sup>
DK-1.1 Demonstrate and identify <b>nonlocomotor</b> movements (for example, bend, twist, stretch, <b>swing</b> ).	D1-1.1 Demonstrate, identify, and recall <b>nonlocomotor</b> movements (for example, bend, twist, stretch, <b>swing</b> ).	D2-1.1 Demonstrate, identify, and recall <b>nonlocomotor</b> movements (for example, <b>swing</b> , sway, push, pull, shake, kick, rise, fall).	D3-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination in <b>locomotor</b> and <b>nonlocomotor</b> movements.	D4-1.1 Demonstrate a developing sense of strength, range of motion, agility, and coordination when alternating between <b>locomotor</b> and <b>nonlocomotor</b> movements.	D5-1.1 Demonstrate increasing awareness of strength, range of motion, agility, and coordination when alternating between <b>locomotor</b> and <b>nonlocomotor</b> movements.
DK-1.2 Demonstrate and identify <b>locomotor</b> movements (for example, walk, run, hop, jump).	D1-1.2 Demonstrate, identify, and recall <b>locomotor</b> movements (for example, walk, run, hop, jump).	D2-1.2 Demonstrate, identify, and recall <b>locomotor</b> movements (for example, roll, gallop, skip, leap, slither, march, slide).	D3-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more <b>genres</b> or forms of dance.	D4-1.2 Identify and demonstrate basic dance steps, positions, and patterns in two or more <b>genres</b> or forms of dance.	D5-1-2 Identify and demonstrate basic dance steps, positions, and patterns in two or more <b>genres</b> or forms of dance.
DK-1.3	D1-1.3	D2-1.3	D3-1.3	D4-1.3	D5.1-3

Recognize and explore the similarities and/or differences between two <b>genres</b> or forms of dance.	Recognize and explore the similarities and/or differences between two or more <b>genres</b> or forms of dance.	Recognize and explore the similarities and/or differences between two or more <b>genres</b> or forms of dance.	Explore <b>transitions</b> between shapes formed on low, middle, and high <b>levels</b> .	Explore <b>transitions</b> between shapes formed on low, middle, and high <b>levels</b> .	Create and refine simple <b>transitions</b> between shapes formed on low, middle, and high <b>levels</b> .
DK-1.4 Use his or her body to form shapes at low, middle, and high <b>levels</b> .	D1-1.4 Use his or her body to form shapes at low, middle, and high <b>levels</b> .	D2-1.4 Use his or her body to form shapes at low, middle, and high <b>levels</b> .	D3-1.4 Safely maintain <b>personal space</b> while moving.	D4-1.4 Identify and demonstrate a range of <b>movement qualities</b> (for example, sharp, smooth, <b>swinging</b> , shaking, loose).	D5.1-4 Identify and demonstrate an increasing range of <b>movement qualities</b> (for example, sharp, smooth, <b>swinging</b> , shaking, loose).
DK-1.5 Safely maintain <b>personal space</b> while moving.	D1-1.5 Safely maintain <b>personal space</b> while moving.	D2-1.5 Safely maintain <b>personal space</b> while moving.	D3.1-5 Identify and demonstrate a range of <b>movement qualities</b> (for example, sharp, smooth, <b>swinging</b> , shaking, loose).	D4-1.5 Demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> when performing movement skills.	D5.1-5 Demonstrate <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> when performing movement skills.

DK-1.6 Start, change, and stop movement in response to a rhythm.	D1-1.6 Start, change, and stop movement in response to a rhythm.	D2-1.6 Start, change, and stop movement in response to a rhythm.	D3.1-6 Develop and demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> when performing movement skills.	D4-1.6 Demonstrate accurate memorization and replication of brief movement sequences.	D5.1-6 Demonstrate accurate memorization and replication of movement sequences.
DK-1.7 Demonstrate <b>kinesthetic</b> awareness through <b>exploration</b> of whole body and body parts in isolation.	D1-1.7 Demonstrate <b>kinesthetic</b> awareness through <b>exploration</b> of whole body and body parts in isolation.	D2-1.7 Demonstrate <b>kinesthetic</b> awareness through <b>exploration</b> of whole body and body parts in isolation.	D3.1-7 Demonstrate accurate memorization and replication of brief movement sequences.	D4-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b> , bend) and movement elements (for example, <b>levels</b> , <b>direction</b> ) in a brief <b>movement study</b> .	D5.1-7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b> , bend) and movement elements (for example, <b>levels</b> , <b>direction</b> ) in a brief <b>movement study</b> .

<p>DK-1.8 Develop the ability to memorize and replicate brief movement sequences.</p>	<p>D1-1.8 Continue developing the ability to memorize and replicate brief movement sequences.</p>	<p>D2-1.8 Continue developing the ability to memorize and replicate brief movement sequences.</p>	<p>D3.1-8 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels</b>, <b>direction</b>) in a brief <b>movement study</b>.</p>	<p>D4.1-8 Continue to refine technique through teacher correction and self- evaluation.</p>	<p>D5.1-8 Continue to refine technique through teacher correction and self-evaluation.</p>
<p>DK-1.9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels</b>, <b>direction</b>) in a brief <b>movement study</b>.</p>	<p>D1.1-9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels</b>, <b>direction</b>) in a brief <b>movement study</b>.</p>	<p>D2-1.9 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels</b>, <b>direction</b>) in a brief <b>movement study</b>.</p>	<p>D3.1-9 Continue to refine technique through teacher correction and self-evaluation.</p>		

DK-1.10 Refine technique through teacher correction.	D1.1-10 Refine technique through teacher correction.	D2-1.10 Refine technique through teacher correction.			
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6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
D6-1.1 Demonstrate movement from a variety of dance techniques and <b>kinesthetic</b> skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).	D7-1.1 Demonstrate and describe movement from a variety of dance techniques and <b>kinesthetic</b> skills (for example, alignment, balance, articulation of isolated body parts, elevation, landing).	D8-1.1 Demonstrate and describe movement from a variety of dance techniques and <b>kinesthetic</b> skills (for example, initiation of movement, weight shift, fall and recovery, contraction and release).
D6-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more <b>genres</b> or forms of dance.	D7-1.2 Identify and demonstrate basic dance steps, positions, and patterns in three or more <b>genres</b> or forms of dance.	D8-1.2 Identify and demonstrate basic dance steps, positions, and patterns in four or more <b>genres</b> or forms of dance.
D6-1.3 Create and refine complex <b>transitions</b> between shapes formed on low, middle, and high <b>levels</b> .	D7-1.3 Create and refine complex <b>transitions</b> using a variety of spatial <b>directions, pathways, and levels</b> .	D8-1.3 Form shapes and create designs with his or her body and in relation to others' bodies, using a variety of spatial <b>directions, pathways, and levels</b> .

<p>D6-1.4 Identify and demonstrate an increasing range of <b>movement qualities</b> (for example, <b>sustained, percussive, vibratory, bound, free-flowing</b>).</p>	<p>D7-1.4 Identify and demonstrate an increasing range of <b>movement qualities</b> (for example, <b>sustained, percussive, vibratory, bound, free-flowing</b>).</p>	<p>D8-1.4 Identify and demonstrate a broad range of <b>movement qualities</b> (for example, <b>sustained, percussive, vibratory, bound, free-flowing</b>).</p>
<p>D6-1.5 Demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> when performing movement skills.</p>	<p>D7-1.5 Demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> when performing movement skills.</p>	<p>D8-1.5 Demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> when performing movement skills.</p>
<p>D6-1.6 Demonstrate accurate memorization and replication of movement sequences.</p>	<p>D7-1.6 Demonstrate accurate memorization and replication of movement sequences.</p>	<p>D8-1.6 Demonstrate accurate memorization and replication of movement sequences.</p>
<p>D6-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels, direction</b>) in a brief <b>movement study</b>.</p>	<p>D7-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels, direction</b>) in a brief <b>movement study</b>.</p>	<p>D8-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b>, bend) and movement elements (for example, <b>levels, direction</b>) in a brief <b>movement study</b>.</p>
<p>D6-1.8 Continue to refine technique through teacher correction and self-evaluation.</p>	<p>D7-1.8 Continue to refine technique through teacher correction and self-evaluation.</p>	<p>D8-1.8 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.</p>

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-1.1 Identify and demonstrate increasingly complex movement sequences from codified dance techniques and <b>kinesthetic</b> skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release).	DH2-1.1 Exhibit and explain <b>kinesthetic</b> awareness while performing codified dance techniques and movement skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release).	DH3-1.1 Exhibit and explain <b>kinesthetic</b> awareness while performing codified dance techniques and movement skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release, use of breath to support movement).	DH4-1.1 Exhibit clarity, consistency, and stylistic nuance while performing a variety of codified dance techniques and movement skills (for example, alignment, balance, articulation of isolated body parts, elevation and landing, initiation of movement, weight shift, fall and recovery, contraction and release, use of breath to support movement).
DH1-1.2 Identify and demonstrate complex dance steps, positions, and patterns in two or more <b>genres</b> or forms of dance.	DH2-1.2 Identify and demonstrate complex dance steps, positions, and patterns in three or more <b>genres</b> or forms of dance.	DH3-1.2 Identify and demonstrate complex dance steps, positions, and patterns among four or more <b>genres</b> or forms of dance.	DH4-1.2 Identify and demonstrate complex dance steps, positions, and patterns in four or more <b>genres</b> or forms of dance.
DH1-1.3 Form shapes and create designs with his or her body and in relation to others' bodies, using a variety of spatial <b>directions</b> , <b>pathways</b> , and <b>levels</b> .	DH2-1.3 Identify and demonstrate increasingly complex shapes and designs with his or her body and in relation to others' bodies, using a variety of spatial <b>directions</b> , <b>pathways</b> , and <b>levels</b> .	DH3-1.3 Identify and demonstrate increasingly complex shapes and designs with his or her body and in relation to others' bodies, using a variety of spatial <b>directions</b> , <b>pathways</b> , and <b>levels</b> .	DH4-1.3 Identify and demonstrate increasingly complex shapes and designs with his or her body and in relation to others' bodies, using a variety of spatial <b>directions</b> , <b>pathways</b> , and <b>levels</b> .

DH1-1.4 Perform movement sequences with a broad range of <b>movement qualities</b> .	DH2-1.4 Perform increasingly complex combinations and variations with a broad range of <b>movement qualities</b> .	DH3-1.4 Perform increasingly complex combinations and variations with a broad range of <b>movement qualities</b> .	DH4-1.4 Perform complex combinations and variations with a broad range of <b>movement qualities</b> .
DH1-1.5 Demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> in performing movement sequences.	DH2-1.5 Demonstrate increasing <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> in performing movement sequences.	DH3-1.5 Demonstrate <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> in performing movement sequences.	DH4-1.5 Demonstrate <b>kinesthetic</b> awareness, concentration, focus, and <b>projection</b> in performing movement sequences.
DH1-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.	DH2-1.6 Learn, commit to memory, and replicate sections of a dance work or entire works created by him- or herself and by others.	DH3-1.6 Learn, commit to memory, and replicate entire dance works created by him- or herself and by others.	DH4-1.6 Learn, commit to memory, and replicate entire dance works created by him- or herself and by others.
DH1-1.7 Demonstrate and use correct dance vocabulary to describe the actions (for example, skip, gallop, <b>swing</b> , bend) and movement elements (for example, <b>levels</b> , <b>direction</b> ) in a brief <b>movement study</b> .	DH2-1.7 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.	DH3-1.7 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.	DH4-1.7 Continue to refine technique through teacher correction, self-evaluation, and peer evaluation.

DH1-1.8 Continue to refine technique through teacher correction, self- evaluation, and peer evaluation.			
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## Dance Standards: Grades K – 12 Choreography

**Standard 2:** The student will implement choreographic principles, processes, and structures.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>TH</sup>
DK-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).	D1-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).	D2-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).	D3-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).	D4-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).	D5-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).
DK-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).	D1-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).	D2-2.2 Create and repeat a simple sequence with a beginning, middle, and end; identify each part of the sequence (with or without rhythmic accompaniment).	D3-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, <b>space</b> , and/or force/energy.	D4-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, <b>space</b> , and/or force/energy.	D5-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, <b>space</b> , and/or force/energy.

DK-2.3 Identify and demonstrate patterns in <b>choreographic structures</b> .	D1-2.3 Identify and demonstrate patterns in <b>choreographic structures</b> .	D2-2.3 Identify and demonstrate patterns in <b>choreographic structures</b> .	D3-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response, and narrative</b> .	D4-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response, and narrative</b> .	D5-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response, and narrative</b> .
DK-2.4 Work with a partner or in a small group during the <b>choreographic process</b> .	D1-2.4 Work with a partner or in a small group during the <b>choreographic process</b> .	D2-2.4 Work with a partner or in a small group during the <b>choreographic process</b> .	D3-2.4 Explore and demonstrate the principles of contrast and <b>transition</b> .	D4-2.4 Explore and demonstrate the principles of contrast and <b>transition</b> .	D5-2.4 Explore and demonstrate the principles of contrast and <b>transition</b> .
DK-2.5 Demonstrate the following <b>partnering</b> skills: copying, leading, following, and mirroring.	D1-2.5 Demonstrate the following <b>partnering</b> skills: copying, leading, following, and mirroring.	D2-2.5 Demonstrate the following <b>partnering</b> skills: copying, leading, following, and mirroring.	D3-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b>	D4-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b> .	D5-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b> .

DK-2.6 Describe and evaluate the <b>choreographic tools</b> used in the dance works of his or her peers.	D1-2.6 Describe and evaluate the <b>choreographic tools</b> used in the dance works of his or her peers.	D2-2.6 Describe and evaluate the <b>choreographic tools</b> used in the dance works of his or her peers.	D3-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.	D4-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.	D5-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.
DK-2.7 Translate simple <b>motif description/dance notation</b> into movement.	D1-2.7 Translate simple <b>motif description/dance notation</b> into movement.	D2-2.7 Translate simple <b>motif description/dance notation</b> into movement.	D3-2.7 Analyze and describe the <b>choreographic tools</b> used in major dance works and in those of his or her peers.	D4-2.7 Analyze and describe the <b>choreographic tools</b> used in major dance works and in those of his or her peers.	D5-2.7 Analyze and describe the <b>choreographic tools</b> used in major dance works and in those of his or her peers.
			D3-2.8 Use <b>motif description/dance notation</b> to create and record brief dance <b>phrases</b> .	D4-2.8 Use <b>motif description/dance notation</b> to create and record brief dance <b>phrases</b> .	D5-2.8 Use <b>motif description/dance notation</b> to create and record brief dance <b>phrases</b> .

6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>
<p>D6-2.1 Use movement <b>exploration</b> to discover, compose, and perform solutions to movement problems based on a variety of stimuli (for example, sensory cues, ideas, moods).</p>	<p>D7-2.1 Use <b>improvisation</b> to generate movement and perform brief <b>compositions</b> based on a variety of stimuli (for example, sensory cues, ideas, moods).</p>	<p>D8-2.1 Use <b>improvisation</b> to generate movement and perform brief <b>compositions</b> based on a variety of stimuli (for example, sensory cues, ideas, moods).</p>
<p>D6-2.2 Create a dance sequence, repeat it, and then vary it by making changes in the time, <b>space</b>, and/or force/energy.</p>	<p>D7-2.2 Create variations on an original <b>phrase</b> by using a variety of processes (for example, <b>fragmentation, augmentation, diminution</b>, transposition, reordering, <b>chance</b>).</p>	<p>D8-2.2 Create variations on an original <b>phrase</b> by using a variety of processes (for example, <b>fragmentation, augmentation, diminution</b>, transposition, reordering, <b>chance</b>).</p>
<p>D6-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response</b>, and <b>narrative</b>.</p>	<p>D7-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response</b>, and <b>narrative</b>.</p>	<p>D8-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response</b>, and <b>narrative</b>.</p>
<p>D6-2.4 Create original dance <b>phrases</b> or brief movement studies that demonstrate the principles of contrast and <b>transition</b>.</p>	<p>D7-2.4 Create original dance <b>phrases</b> or brief movement studies that demonstrate the principles of contrast and <b>transition</b>.</p>	<p>D8-2.4 Create original dance <b>phrases</b> or brief movement studies that demonstrate the principles of contrast and <b>transition</b>.</p>

<p>D6-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b>.</p>	<p>D7-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b>.</p>	<p>D8-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b>.</p>
<p>D6-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.</p>	<p>D7-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.</p>	<p>D8-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.</p>
<p>D6-2.7 Analyze and describe the <b>choreographic tools</b> used in major dance works and in those of his or her peers.</p>	<p>D7-2.7 Analyze and describe the <b>choreographic tools</b> used in major dance works and in those of his or her peers.</p>	<p>D8-2.7 Compare and contrast two or more dance works and define the <b>choreographic tools</b> being used in each.</p>
<p>D6-2.8 Translate basic <b>motif description/dance notation</b> into movement and use description/notation to record dance <b>phrases</b>.</p>	<p>D7-2.8 Translate basic <b>motif description/dance notation</b> into movement and use description/notation to record dance <b>phrases</b>.</p>	<p>D8-2.8 Translate basic <b>motif description/dance notation</b> into movement and use description/notation to record dance <b>phrases</b>.</p>

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-2.1 Use <b>improvisation</b> to generate movement and perform brief <b>compositions</b> based on a variety of stimuli (for example, sensory cues, ideas, moods).	DH2-2.1 Use <b>improvisation</b> to generate movement and perform <b>choreography</b> based on a variety of stimuli (for example, sensory cues, ideas, moods).	DH3-2.1 Use <b>improvisation</b> to generate movement and perform <b>choreography</b> based on a variety of stimuli (for example, sensory cues, ideas, moods).	DH4-2.1 Use <b>improvisation</b> to generate movement and perform <b>choreography</b> based on a variety of stimuli (for example, sensory cues, ideas, moods).
DH1-2.2 Create variations on an original <b>phrase</b> by using a variety of processes (for example, <b>fragmentation, augmentation, diminution, transposition, reordering, chance</b> ).	DH2-2.2 Create variations on an original <b>phrase</b> by using a variety of processes (for example, <b>fragmentation, augmentation, diminution, transposition, reordering, chance</b> ).	DH3-2.2 Choreograph a duet, trio, or larger group dance that demonstrates an understanding of choreographic principles, processes, and structures.	DH4-2.2 Choreograph a duet, trio, or larger group dance that demonstrates an understanding of choreographic principles, processes, and structures.
DH1-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response, and narrative</b> .	DH2-2.3 Identify and demonstrate the structures or forms of <b>AB, ABA, canon, call and response, and narrative</b> .	DH3-2.3 Work alone, with a partner, or in a small group during the <b>choreographic process</b> ; direct or facilitate a group of dancers during the <b>choreographic process</b> .	DH4-2.3 Work alone, with a partner, or in a small group during the <b>choreographic process</b> ; direct or facilitate a group of dancers during the <b>choreographic process</b> .

DH1-2.4 Create original dance <b>phrases</b> or brief movement studies that demonstrate the principles of contrast and <b>transition</b> .	DH2-2.4 Create original dance <b>phrases</b> or brief movement studies that demonstrate the principles of contrast and <b>transition</b> .	DH3-2.4 Use <b>partnering</b> skills to generate <b>choreography</b> that incorporates contact (for example, weight sharing, lifting).	DH4-2.4 Use <b>partnering</b> skills to generate <b>choreography</b> that incorporates contact (for example, weight sharing, lifting).
DH1-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b> .	DH2-2.5 Work alone, with a partner, or in a small group during the <b>choreographic process</b> .	DH3-2.5 Describe and analyze the ways that a choreographer has <b>manipulated</b> and developed the movement in a dance.	DH4-2.5 Describe and analyze the ways that a choreographer has <b>manipulated</b> and developed the content in a dance.
DH1-2.6 Demonstrate the following <b>partnering</b> skills: creating contrasting and complementary shapes and receiving and supporting small amounts of weight.	DH2-2.6 Use <b>partnering</b> skills to generate <b>choreography</b> that incorporates contact (for example, weight sharing, lifting).	DH3-2.6 Use <b>motif description/dance notation</b> as a tool for the documentation and reconstruction of <b>choreography</b> .	DH4-2.6 Use <b>motif description/dance notation</b> as a tool for the documentation and reconstruction of <b>choreography</b> .
DH1-2.7 Compare and contrast two or more dance works and define the <b>choreographic tools</b> being used in each.	DH2-2.7 Compare and contrast two or more dance works and define the <b>choreographic tools</b> being used in each.		
DH1-2.8 Translate basic <b>motif</b>	DH2-2.8 Translate basic <b>motif</b>		

<b>description/dance notation</b> into movement and use description/notation to record dance <b>phrases</b> .	<b>description/dance notation</b> into movement and use description/notation to record dance <b>phrases</b> .		
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## Dance Standards: Grades K – 12 Nonverbal Communication

**Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.

<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
DK-3.1 Identify and demonstrate the difference between dance and other forms of movement (for example, sports maneuvers, everyday gestures).	D1-3.1 Identify and demonstrate the difference between dance and other forms of movement (for example, sports maneuvers, everyday gestures).	D2-3.1 Identify and demonstrate the difference between dance and other forms of human movement (for example, sports maneuvers, everyday gestures).	D3-3.1 Identify and demonstrate the difference between literal and abstract gestures.	D4-3.1 Identify and demonstrate the difference between literal and abstract gestures.	D5-3.1 Identify and demonstrate the difference between literal and abstract gestures.

DK-3.2 Respond to dance by using dance terminology (for example, movement vocabulary, descriptive language, <b>dance notation</b> , dance elements).	D1-3.2 Respond to dance using dance terminology (for example, movement vocabulary, descriptive language, <b>dance notation, dance elements</b> ).	D2-3.2 Respond to dance using dance terminology (for example, movement vocabulary, descriptive language, <b>dance notation, dance elements</b> .)	D3-3.2 Respond to and interpret dance using dance terminology (for example, movement vocabulary, descriptive language, <b>dance notation, dance elements</b> )	D4-3.2 Respond to and interpret dance using dance terminology (for example, movement vocabulary, descriptive language, <b>dance notation, dance elements</b> )	D5-3.2 Respond to and interpret dance by using appropriate terminology (for example, movement vocabulary, descriptive language, and <b>dance notation</b> ).
DK-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).	D1-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).	D2-3.3 Identify and respond to the accompaniment in a dance (for example, sound, music, spoken text).	D3-3.3 Respond to the accompaniment in a dance and identify the mood it creates (for example, sound, music, spoken text).	D4-3.3 Respond to the accompaniment in a dance and identify the mood it creates (for example, sound, music, spoken text).	D5-3.3 Explain the ways that different accompaniment (for example, sound, music, spoken text) can affect the meaning of a dance.

DK-3.4 Explain the manner in which lighting, costuming, and props are used in a dance.	D1-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements are used in a dance.	D2-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements are used in a dance.	D3-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance.	D4-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance.	D5-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a specific dance.
DK-3.5 Explore dance movements that communicate feelings and ideas.	D1-3.5 Explore dance movements that communicate feelings and ideas.	D2-3.5 Explore dance movements that communicate feelings and ideas.	D3-3.5 Explore and perform dances and create brief movement sequences that communicate feelings and ideas.	D4-3.5 Explore and perform dances and create brief movement sequences that communicate feelings and ideas.	D5-3.5 Create and perform a brief dance sequence that communicates a topic of personal significance.

<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
D6-3.1 Identify and demonstrate the difference between literal and abstract gestures.	D7-3.1 Create and perform brief dance sequences that communicate meaning through literal and abstract gestures and movements.	D8-3.1 Create and perform brief dance sequences that communicate personal ideas, experiences, feelings, concepts, or images.
D6-3.2 Analyze the main idea, theme, or feeling of a dance in relation to his or her personal context.	D7-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.	D8-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
D6-3.3 Explain the ways that different accompaniment (for example, sound, music, spoken text) can affect the meaning of a dance.	D7-3.3 Explain ways that different accompaniment (for example, sound, music, spoken text) can affect the meaning of a dance.	D8-3.3 Create a dance sequence and select accompaniment (for example, sound, music, spoken text) that supports its meaning.
D6-3.4 Explain the manner in which lighting, costuming, props, and other scenic elements can contribute to the meaning of a specific dance.	D7-3.4 Create a dance and describe the lighting, costumes, props, and other scenic elements that would contribute to its meaning.	D8-3.4 Create a dance and describe lighting, costumes, props, and other scenic elements that would contribute to its meaning.
D6-3.5 Create and perform a brief dance sequence that communicates a topic of personal significance.	D7-3.5 Create and perform a dance sequence that communicates a topic of personal significance.	D8-3.5 Create and perform a dance sequence that communicates a topic of personal significance.

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-3.1 Create and perform brief dance <b>compositions</b> that communicate personal ideas, experiences, feelings, concepts, or images.	DH2-3.1 Create and perform brief dance <b>compositions</b> that communicate personal ideas, experiences, feelings, concepts, or images.	DH3-3.1 Create and perform dance <b>compositions</b> that communicate ideas, experiences, feelings, concepts, or images that have personal meaning or social significance.	DH4-3.1 Create and perform dance <b>compositions</b> that communicate ideas, experiences, feelings, concepts, or images that have personal meaning or social significance.
DH1-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.	DH2-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.	DH3-3.2 Analyze and evaluate the main idea, theme, or feeling of a dance in relation to a personal context.	DH4-3.2 Analyze the main idea, theme, or feeling of a dance in relation to a personal context.
DH1-3.3 Create a dance sequence and select accompaniment (for example, sound, music, spoken text) that supports its meaning.	DH2-3.3 Create a dance sequence and select accompaniment (for example, sound, music, spoken text) that supports its meaning.	DH3-3.3 Create dances and select accompaniment (for example, sound, music, spoken text) that supports their meanings.	DH4-3.3 Create dances and select accompaniment (for example, sound, music, spoken text) that support the meanings of those dances.
DH1-3.4 Create a dance and describe lighting, costumes, props, and other scenic elements that would contribute to its meaning.	DH2-3.4 Create a dance and describe lighting, costumes, props, and other scenic elements that would contribute to its meaning.	DH3-3.4 Create a dance and design and/or execute lighting, costuming, props, and/or other scenic elements that contribute to its meaning.	DH4-3.4 Create a dance and design and/or execute lighting, costuming, props, and/or other scenic elements that contribute to its meaning.

		DH3-3.5 Create an original dance work that communicates a topic of personal significance.	DH4-3.5 Create an original dance work that communicates a topic of personal significance.
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## Dance Standards: Grades K – 12

### Critical and Creative Thinking

**Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
DK-4.1 Demonstrate multiple solutions to a simple movement problem (for example, creating rounded, twisted, stretched, and/or bent shapes) and identify his or her favorite solution.	D1-4.1 Demonstrate multiple solutions to a simple movement problem (for example, creating rounded, twisted, stretched and/or bent shapes) on multiple <b>levels</b> and identify his or her favorite solution.	D2-4.1 Demonstrate multiple solutions to several simple movement problems (for example, creating rounded, twisted, stretched, and/or bent shapes) on multiple <b>levels</b> and identify his or her favorite solution.	D3-4.1 Demonstrate multiple solutions to a complex movement problem (for example, moving through <b>space</b> in a curved <b>pathway</b> while changing <b>levels</b> ) and identify the most interesting solutions.	D4-4.1 Create and demonstrate multiple solutions to several complex movement problems (for example, moving through <b>space</b> in a curving <b>pathway</b> while changing <b>levels</b> ) and identify the most interesting solutions.	D5-4.1 Create and demonstrate multiple solutions to several complex movement problems (for example, moving through space in a curved pathway while changing <b>levels</b> ) and identify the most interesting solutions.

<p>DK-4.2 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.</p>	<p>D1-4.2 Use correct dance and production terminology to describe the artistic and technical elements of various forms of dance.</p>	<p>D2-4. Use correct dance and production terminology to describe the artistic and technical elements of various forms of dance.</p>	<p>D3-4.2 Compare and contrast two very different dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b>), time (for example, rhythm, <b>tempo</b>), and/or force/energy/<b>movement qualities</b> (for example, weight, flow).</p>	<p>D4-4.2 Compare and contrast two very different dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b>), time (for example, rhythm, <b>tempo</b>), and/or force/energy/<b>movement qualities</b> (for example, weight, flow).</p>	<p>D5-4.2 Compare and contrast two very different dance <b>compositions</b> in terms of space (for example, shape, <b>pathways</b>), time (for example, rhythm, <b>tempo</b>), and/or force/energy/movement qualities (for example, weight, flow).</p>
	<p>D1-4.3 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.</p>	<p>D2-4.3 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.</p>	<p>D3-4.3 Identify and describe <b>aesthetic criteria</b> within dances (for example, skill of the performers, originality of the <b>choreography</b>, intent of the choreographer).</p>	<p>D4-4.3 Identify and describe <b>aesthetic criteria</b> within dances (for example, skill of the performers, originality of the <b>choreography</b>, intent of the choreographer).</p>	<p>D5-4.3 Identify and describe aesthetic criteria within dances (for example, skill of the performers, originality of the <b>choreography</b>, intent of the choreographer).</p>

			D3-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.	D4-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.	D5-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.
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6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p>D6-4.1 Create and demonstrate multiple solutions to movement problems; identify the most interesting solutions and explain choices.</p>	<p>D7-4.1 Create and demonstrate multiple solutions to movement problems; identify the most interesting solutions and explain his or her choices.</p>	<p>D8-4.1 Create and demonstrate multiple solutions to movement problems; identify the most interesting solutions and explain his or her choices.</p>
<p>D6-4.2 Compare and contrast two or more subtly differing dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b>), time (for example, rhythm, <b>tempo</b>), force/energy/<b>movement qualities</b> (for example, weight, flow).</p>	<p>D7-4.2 Compare and contrast two or more subtly differing dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b>), time (for example, rhythm, <b>tempo</b>), and/or force/energy/<b>movement qualities</b> (for example, weight, flow).</p>	<p>D8-4.2 Compare and contrast two or more subtly differing dance <b>compositions</b> in terms of space (for example, shape, <b>pathways</b>), time (for example, rhythm, <b>tempo</b>), and/or force/energy/movement qualities (for example, weight, flow).</p>
<p>D6-4.3 Identify and describe <b>aesthetic criteria</b> within dances (for example, skill of the performers, originality of the <b>choreography</b>, intent of the choreographer).</p>	<p>D7-4.3 Identify, describe, and analyze the quality of dances on the basis of <b>aesthetic criteria</b> (for example, skill of the performers, originality of the <b>choreography</b>, intent of the choreographer).</p>	<p>D8-4.3 Identify, describe, analyze, and evaluate the quality of dances on the basis of aesthetic criteria (for example, skill of the performers, originality of the <b>choreography</b>, intent of the choreographer).</p>
<p>D6-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.</p>	<p>D7-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.</p>	<p>D8-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.</p>

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-4.1 Create a short dance and revise it over time, articulating the reasons for his or her artistic choices and describing ways that the dance was impacted by those choices.	DH2-4.1 Create a short dance and revise it over time, articulating the reasons for his or her artistic choices and describing ways that the dance was impacted by those choices.	DH3-4.1 Create dances and revise them over time, articulating the reasons for artistic choices and describing the ways these dances were impacted by such choices.	DH4-4.1 Create dances and revise them over time, articulating the reasons for artistic choices and describing the ways these dances were impacted by such choices.
DH1-4.2 Compare and contrast several subtly differing dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b> ), time (for example, rhythm, <b>tempo</b> ), and/or force/energy/ <b>movement qualities</b> (for example, weight, flow).	DH2-4.2 Compare and contrast several subtly differing dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b> ), time (for example, rhythm, <b>tempo</b> ), and/or force/energy/ <b>movement qualities</b> (for example, weight, flow).	DH3-4.2 Compare and contrast several subtly differing dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b> ), time (for example, rhythm, <b>tempo</b> ), and/or force/energy/ <b>movement qualities</b> (for example, weight, flow).	DH4-4.2 Compare and contrast several subtly differing dance <b>compositions</b> in terms of <b>space</b> (for example, shape, <b>pathways</b> ), time (for example, rhythm, <b>tempo</b> ), and/or force/energy/ <b>movement qualities</b> (for example, weight, flow).
DH1-4.3 Create and apply a framework of <b>aesthetic criteria</b> for evaluating his or her own dance work and that of others.	DH2-4.3 Create and apply a framework of <b>aesthetic criteria</b> for evaluating his or her own dance work and that of others.	DH3-4.3 Create and apply a framework of <b>aesthetic criteria</b> for evaluating his or her own dance work and that of others.	DH4-4.3 Create and apply a framework of <b>aesthetic criteria</b> for evaluating his or her own dance work and that of others.

DH1-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.	DH2-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.	DH3-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.	DH4-4.4 Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.
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## Dance Standards: Grades K – 12

### History and Culture

**Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
DK-5.1 Perform two or more simple <b>folk dances</b> and/or <b>social dances</b> from different cultures.	D1-5.1 Perform two or more simple <b>folk dances</b> and/or <b>social dances</b> from different cultures.	D2-5.1 Perform two or more simple <b>folk dances</b> and/or <b>social dances</b> from different cultures.	D3-5.1 Perform two or more simple <b>folk dances, social dances, classical dances, and/or theatrical dances</b> from a variety of cultures and identify and describe the similarities and differences among them.	D4-5.1 Perform three or more simple <b>folk dances, social dances, classical dances, and/or theatrical dances</b> from a variety of cultures and identify and describe the similarities and differences among them.	D5-5.1 Perform three or more simple <b>folk dances, social dances, classical dances, and/or theatrical dances</b> from a variety of cultures and identify and describe the similarities and differences among them.
DK-5.2 Identify the role of dance in different communities and cultures.	D1-5.2 Identify the role of dance in different communities and cultures.	D2-5.2 Identify the role of dance in different communities and cultures	D3-5.2 Compare and contrast the cultural and historical context of dance in different	D4-5.2 Compare and contrast the cultural and historical context of dance in different	D5-5.2 Compare and contrast the cultural and historical context of dance in different

			communities and cultures.	communities and cultures.	communities and cultures.
DK-5.3 Identify past and present notable figures in dance.	D1-5.3 Identify past and present notable figures in dance.	D2-5.3 Identify past and present notable figures in dance.	D3-5.3 Compare and contrast the works of past and present notable figures in dance.	D4-5.3 Compare and contrast the works of past and present notable figures in dance.	D5-5.3 Compare and contrast the works of past and present notable figures in dance.
DK-5.4 Observe and/or perform selected movements from masterworks (with all copyright restrictions observed).	D1-5.4 Observe and/or perform selected movements from masterworks (with all copyright restrictions observed).	D2-5.4 Observe and/or perform selected movements from masterworks (with all copyright restrictions observed).	D3-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).	D4-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).	D5-5.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p>D6-5.1 Perform four or more simple <b>folk dances, social dances, classical dances</b>, and/or <b>theatrical dances</b> and identify and describe the similarities and differences among them.</p>	<p>D7-5.1 Perform four or more simple <b>folk dances, social dances, classical dances</b>, and/or <b>theatrical dances</b> and identify and describe the similarities and differences among them.</p>	<p>D8-5.1 Perform four or more simple <b>folk dances, social dances, classical dances</b>, and/or <b>theatrical dances</b> and identify and describe the similarities and differences among them.</p>
<p>D6-5.2 Identify the role of dance in various cultures and historical contexts and distinguish the similarities and differences among them.</p>	<p>D7-5.2 Identify the role of dance in various cultures and historical contexts and distinguish the similarities and differences among them.</p>	<p>D8-5.2 Identify the role of dance in various cultures and historical contexts and distinguish the similarities and differences among them.</p>
<p>D6-5.3 Identify notable figures in dance and distinguish and/or evaluate the similarities and differences among their works and/or contributions.</p>	<p>D7-5.3 Identify notable figures in dance and distinguish and/or evaluate the similarities and differences among their works and/or contributions.</p>	<p>D8-5.3 Identify notable figures in dance and distinguish and/or evaluate the similarities and differences among their works and/or contributions.</p>
<p>D6-5.4 Observe and/or perform excerpts from masterworks or etudes based on masterworks (with all copyright restrictions observed).</p>	<p>D7-5.4 Perform excerpts from masterworks or etudes based on masterworks (with all copyright restrictions observed).</p>	<p>D8-5.4 Perform excerpts from masterworks or etudes based on masterworks (with all copyright restrictions observed).</p>

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-5.1 Perform four or more increasingly complex <b>folk dances, social dances, classical dances,</b> and/or <b>theatrical dances</b> from a variety of cultures and describe the similarities and differences among them.	DH2-5.1 Perform four or more increasingly complex <b>folk dances, social dances, classical dances,</b> and/or <b>theatrical dances</b> from a variety of cultures and describe the similarities and differences among them.	DH3-5.1 Perform four or more complex <b>folk dances, social dances, classical dances,</b> and/or <b>theatrical dances</b> from a variety of cultures and describe the similarities and differences among them.	DH4-5.1 Perform four or more complex <b>folk dances, social dances, classical dances,</b> and/or <b>theatrical dances</b> from a variety of cultures and describe the similarities and differences among them.
DH1-5.2 Illustrate the significance of important events related to dance in various social, cultural, political, and historical contexts.	DH2-5.2 Illustrate the significance of important events related to dance in various social, cultural, political, and historical contexts.	DH3-5.2 Analyze the role and significance of various dance forms in a variety of social, cultural, political, and historical contexts.	DH4-5.2 Analyze the role and significance of various dance forms in a variety of social, cultural, political, and historical contexts.
DH1-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.	DH2-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.	DH3-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.	DH4-5.3 Analyze and describe the contributions of notable figures in dance in relation to their social, cultural, political, and historical contexts.
DH1-5.4 Perform excerpts or entire repertory etudes and/or masterworks (with all	DH2-5.4 Perform entire repertory etudes and/or masterworks (with all	DH3-5.4 Perform entire repertory etudes and/or masterworks (with all	DH4-5.4 Perform entire repertory etudes and/or masterworks (with all

copyright restrictions observed).	copyright restrictions observed).	copyright restrictions observed).	copyright restrictions observed).
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## Dance Standards: Grades K – 12

### Healthful Living

**Standard 6:** The student will identify and apply healthful practices related to dance.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
DK-6.1 Identify the ways that healthy practices enhance one's ability to dance.	D1-6.1 Identify and demonstrate the ways that healthy practices enhance one's ability to dance.	D2-6.1 Identify and demonstrate the manner in which healthy practices enhance one's ability to dance.	D3-6.1 Perform two or more simple <b>folk dances, social dances, classical dances</b> , and/or <b>theatrical dances</b> from a variety of cultures and identify and describe the similarities and differences among them.	D4-6.1 Perform three or more simple <b>folk dances, social dances, classical dances</b> , and/or <b>theatrical dances</b> from a variety of cultures and identify and describe the similarities and differences among them.	D5-6.1 Perform three or more simple <b>folk dances, social dances, classical dances</b> , and/or <b>theatrical dances</b> from a variety of cultures and identify and describe the similarities and differences among them.
DK-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury.	D1-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury.	D2-6.2 Identify the ways that dance promotes strength, health, physical safety, and reduced risk of injury.	D3-6.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.	D4-6.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.	D5-6.2 Compare and contrast the cultural and historical context of dance in different communities and cultures.

DK-6.3 Demonstrate <b>warm-up exercises</b> that prepare the body for dancing.	D1-6.3 Demonstrate <b>warm-up exercises</b> that prepare the body for dancing.	D2-6.3 Demonstrate <b>warm-up exercises</b> that prepare the body for dancing.	D3-6.3 Compare and contrast the works of past and present notable figures in dance.	D4-6.3 Compare and contrast the works of past and present notable figures in dance.	D5-6.3 Compare and contrast the works of past and present notable figures in dance.
			D3-6.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).	D4-6.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).	D5-6.4 Observe and/or perform brief movement sequences from masterworks (with all copyright restrictions observed).

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p>D6-6.1 Identify and describe the ways that dance promotes strength, health and well-being, physical safety, and reduced risk of injury.</p>	<p>D7-6.1 Identify and describe the ways that dance promotes strength, health and well-being, physical safety, and reduced risk of injury.</p>	<p>D8-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.</p>
<p>D6-6.2 Identify exercises to warm up specific muscle groups and explain the ways that warming up prepares the body for dancing.</p>	<p>D7-6.2 Identify and describe ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.</p>	<p>D8-6.2 Identify and describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.</p>
<p>D6-6.3 Identify the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect the dancer.</p>	<p>D7-6.3 Identify and demonstrate <b>warm-up exercises</b> for specific muscle groups and explain the ways that warming up prepares the body for dancing.</p>	<p>D8-6.3 Identify, demonstrate, and create <b>warm-up exercises</b> for specific muscle groups and explain the ways that warming up prepares the body for dancing.</p>
<p>D6-6.4 Identify the bones in the skeletal system and demonstrate an understanding of proper alignment.</p>	<p>D7-6.4 Identify and describe ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect the dancer.</p>	<p>D8-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer.</p>

	<p><b>D7-6.5</b> Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.</p>	<p><b>D8-6.5</b> Identify bones and muscle groups and the ways that alignment, flexibility, and strength contribute to the body's range of motion.</p>
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<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.	DH2-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.	DH3-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.	DH4-6.1 Demonstrate respect for his or her own well-being and that of others by setting goals to maintain or achieve personal health and well-being through dance.
DH1-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.	DH2-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.	DH3-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.	DH4-6.2 Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
DH1-6.3 Identify, demonstrate, and create <b>warm-up exercises</b> for specific muscle groups and explain the ways that warming up prepares the body for dancing.	DH2-6.3 Identify, demonstrate, and create <b>warm-up exercises</b> for up specific muscle groups and explain the ways that warming up prepares the body for dancing.	DH3-6.3 Identify, demonstrate, and create <b>warm-up exercises</b> for specific muscle groups and explain the ways that warming up prepares the body for dancing.	DH4-6.3 Identify, demonstrate, and create <b>warm-up exercises</b> for specific muscle groups and explain the ways that warming up prepares the body for dancing.

<p>DH1-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.</p>	<p>DH2-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.</p>	<p>DH3-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.</p>	<p>DH4-6.4 Identify and describe the ways that lifestyle choices, body image, peer pressure, cultural media, and social environment affect a dancer; develop strategies for maintaining a healthy self-image.</p>
<p>DH1-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.</p>	<p>DH2-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.</p>	<p>DH2-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.</p>	<p>DH4-6.5 Identify bones and muscle groups and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.</p>

## Dance Standards: Grades K – 12

### Making Connections

**Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
DK-7.1 Identify similarities and differences among the arts.	D1-7.1 Identify similarities and differences among the arts.	D2-7.1 Identify similarities and differences among the arts.	D3-7.1 Identify and describe similarities and differences among the arts.	D4-7.1 Identify and describe the similarities and differences among the arts.	D5-7.1 Identify, describe and analyze the similarities and differences among the arts.
DK-7.2 Respond to a dance by using another art form (for example, drawing, painting, singing).	D1-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	D2-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	D3-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	D4-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	D5-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).

DK-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the water cycle).	D1-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the water cycle).	D2-7.3 Use movement to explore a concept or idea from another discipline or everyday life (for example, the life cycle).	D3-7.3 Explore movement and create a brief movement <b>phrase</b> based on a concept or idea from another discipline or everyday life (for example, the water cycle).	D4-7.3 Explore movement and create a brief movement <b>phrase</b> that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).	D5-7.3 Create a brief movement <b>phrase</b> that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).
DK-7.4 Identify the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).	D1-7.4 Identify the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).	D2-7.4 Identify the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).	D3-7.4 Identify the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).	D4-7.4 Identify and describe the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).	D5-7.4 Identify and describe the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).

<p>DK-7.5 Identify applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>	<p>D1-7.5 Identify and describe applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>	<p>D2-7.5 Identify and describe applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>	<p>D3-7.5 Identify and describe applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>	<p>D4-7.5 Identify and describe applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>	<p>D5-7.5 Identify and describe applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>
<p>DK-7.6 Identify various careers in dance.</p>	<p>D1-7.6 Identify various careers in dance.</p>	<p>D2-7.6 Identify various careers in dance.</p>	<p>D3-7.6 Identify various careers in dance.</p>	<p>D4-7.6 Identify and describe the responsibilities associated with various careers in dance.</p>	<p>D5-7.6 Identify and describe the responsibilities associated with various careers in dance.</p>

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
D6-7.1 Identify, describe and analyze the similarities and differences among the arts.	D7-7.1 Identify, describe, and analyze the similarities and differences among the arts.	D8-7.1 Identify, describe, and analyze the similarities and differences among the arts.
D6-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	D7-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	D8-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
D6-7.3 Create a brief movement <b>phrase</b> that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).	D7-7.3 Create a movement <b>phrase</b> that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example, symmetry, asymmetry).	D8-7.3 Create a movement <b>phrase</b> that demonstrates examples of concepts used both in dance and in a discipline outside the arts or everyday life (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics).
D6-7.4 Identify and describe the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).	D7-7.4 Identify, describe, and analyze the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).	D8-7.4 Identify describe, and analyze the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).

<p>D6-7.5 Identify and describe applications of <b>technology</b> and documentation in the field of dance (for example, technical production, <b>dance notation</b>, research, <b>choreography</b>, reconstruction of historical dance works).</p>	<p>D7-7.5 Demonstrate basic proficiency in at least two forms of documentation or technological applications related to dance (for example, <b>human animation software</b>, information retrieval via the Internet, videotaping, video editing, <b>dance notation</b>).</p>	<p>D8-7.5 Demonstrate basic proficiency in at least two technological applications related to dance (for example, <b>human animation software</b>, information retrieval via the Internet, <b>dance notation</b>, videotaping, video editing).</p>
<p>D6-7.6 Identify and describe the responsibilities associated with various careers in dance.</p>	<p>D7-7.6 Identify and describe the responsibilities associated with various careers in dance.</p>	<p>D8-7.6 Identify and describe the responsibilities associated with various careers in dance and identify personal career interests.</p>

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
DH1-7.1 Identify, describe, and analyze the similarities and differences among the arts.	DH2-7.1 Identify, describe, and analyze the similarities and differences among the arts.	DH3-7.1 Identify, describe, and analyze the similarities and differences among the arts	DH4-7.1 Identify, describe, and analyze the similarities and differences among the arts
DH1-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	DH2-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	DH3-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).	DH4-7.2 Respond to a dance by using another art form; explain the connections between the dance and his or her response to it (for example, use a painting to respond to a dance that he or she has seen).
DH1-7.3 Create a dance that demonstrates examples of concepts used both in dance and in a discipline outside the arts or everyday life (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics).	DH2-7.3 Create a dance that demonstrates examples of concepts used both in dance and in a discipline outside the arts or everyday life (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics).	DH3-7.3 Create dances that demonstrate examples of concepts that are used not only in dance but also in disciplines outside the arts (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics) as well as in everyday life.	DH4-7.3 Create dances that demonstrate concepts that are used not only in dance but also in disciplines outside the arts (for example, shapes in geometry, balance in the natural sciences, pattern in mathematics) as well as in everyday life.

<p>DH1-7.4 Identify, describe, and analyze the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).</p>	<p>DH2-7.4 Identify, describe, and analyze the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, the creative process across all of the arts).</p>	<p>DH3-7.4 Identify, describe, and analyze the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry, and the creative process across all of the arts).</p>	<p>DH4-7.4 Identify, describe, and analyze the similarities and differences between the <b>choreographic process</b> and the process of another discipline (for example, the writing process, scientific inquiry).</p>
<p>DH1-7.5 Demonstrate basic proficiency in two or more technological applications related to dance (for example, <b>human animation software</b>, information retrieval via the Internet, <b>dance notation</b>, videotaping, video editing).</p>	<p>DH2-7.5 Demonstrate basic proficiency in two or more technological applications related to dance (for example, <b>human animation software</b>, information retrieval via the Internet, <b>dance notation</b>, videotaping, video editing).</p>	<p>DH3-7.5 Demonstrate proficiency in two or more technological applications related to dance and explain the ways that they reinforce and enhance various practices within the field of dance (for example, <b>human animation software</b>, information retrieval via the Internet, <b>dance notation</b>, videotaping, video editing).</p>	<p>DH4-7.5 Demonstrate proficiency in two or more technological applications related to dance and explain the ways in which they reinforce and enhance various practices within the field of dance (for example, <b>human animation software</b>, information retrieval via the Internet, <b>dance notation</b>, videotaping, video editing).</p>
<p>DH1-7.6 Identify and describe the responsibilities associated with various careers in dance and identify personal career interests.</p>	<p>DH2-7.6 Identify and describe the responsibilities associated with various careers in dance and identify personal career interests.</p>	<p>DH3-7.6 Explore diverse career options available in dance and participate in job shadowing and internships.</p>	<p>DH4-7.6 Explore diverse career options available in dance and participate in job shadowing and internships.</p>

## GLOSSARY

Terms in the glossary are defined as they relate to dance content. It is important to note that a single term may have more than one definition or explanation.

The following sources were utilized in the creation of the Dance glossary:

California Department of Education. 2001. *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten through Grade Twelve*. Sacramento: CDE). Dance glossary available online at <http://www.cde.ca.gov/be/st/ss/daglossary.asp>.

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Minnesota Department of Education. 2008. *Minnesota Academic Standards: Arts K–12*. Roseville: MDE. Dance glossary available online at <http://www.pcae.k12.mn.us/pdr/standards/ArtStandardsGlossary.pdf>.

National Dance Education Organization. 2005. *Standards for Learning and Teaching Dance in the Arts: Ages 5–18*. Bethesda, MD: NDEO.

North Carolina Department of Public Instruction. 2000. *North Carolina Arts Education Standard Course of Study and Grade Level Competencies, K–12*. Raleigh: NC DPI. Dance glossary available online at <http://www.ncpublicschools.org/curriculum/artsed/scos/dance/glossary>

<b>Dance Glossary</b>	
<b>AB</b>	Two-part (binary) form; musical/dance structure in two sections each contrasting with the other.
<b>ABA</b>	Three-part form: A = one dance <b>phrase</b> , B = a different dance <b>phrase</b> , A = the original <b>phrase</b> again.
<b>aesthetic criteria</b>	Standards on which judgments about the artistic merit of a work of art and the forms and genres of movement are to be made.
<b>augmentation</b>	A process for manipulating dance movement by making the original theme or motif larger or greater with respect to space, time, or energy.
<b>bound</b>	Adjective describing one of the central <b>movement qualities</b> : a manner of using energy that communicates a controlled intent.

## Dance Glossary

<b>call and response</b>	An African tradition that refers to a dance leader who calls out or demonstrates dance steps to which the group responds by repeating or performing the correct steps or combination.
<b>canon</b>	Any dance movement or sequence that is performed as a musical round (i.e., the original theme is imitated exactly by another person or group, each one beginning at a slightly different point in time).
<b>chance</b>	A choreographic process in which elements are specifically chosen and defined but randomly structured to create a dance or movement phrase. This process demands a high level of concentration in performance in order for the dancer to deal effectively with the free-association and surprise structures that appear spontaneously.
<b>choreographic process</b>	The experience that results from and informs the various methods and techniques used by choreographers in making dances.
<b>choreographic structures</b>	The specific compositional forms in which movement is structured to create a dance, such as theme and variation, canon, ABA, and rondo.
<b>choreographic tools</b>	Techniques used to create variations in movement that are based in dance elements (e.g., fragmentation, diminution, repetition, changing a dancer's facing).
<b>choreography</b>	The actual steps, groupings, patterns, and other combined elements of a dance composition that are planned and performed.
<b>classical dances</b>	Dances that have been developed into highly stylized structures such as ballet or other classical styles within a culture. Generally developed within the court or circle of power in a society.
<b>compositions</b>	The end products of the process of exploring movement possibilities; experimenting with a broadly focused movement idea or concept; selecting the movement to be developed further, formulating the structure of the composition/study/ <b>phrase</b> , clarifying or "cleaning up" the movement, rhythm, accents, <b>pathways</b> , and body designs so that the intent is clear; and refining the execution of the movement so that the composition can be performed consistently with finesse appropriate to the skill level of the dancer(s).

## Dance Glossary

<b>dance notation</b>	A system used for the recording of dance movement or movement qualities on paper (e.g., Labanotation and its subset, <b>motif description</b> ).
<b>dance elements</b>	The building blocks of dance movement; movement of the body using space, time, and dynamic (energy).
<b>diminution</b>	A process for manipulating dance movement by making the original theme or motif smaller with respect to space, time, or energy.
<b>direction</b>	A movement element in dance: movement forward, backward, sideward, diagonally, circularly, up, or down.
<b>exploration</b>	The act or process of developing or creating movement based on ideas, stimuli, or images presented by the teacher or leader.
<b>free-flowing</b>	Adjective describing one of the central <b>movement qualities</b> : a manner of using energy that communicates a released and carefree intent.
<b>folk dances</b>	The traditional dances of a given country or area that have evolved naturally and spontaneously in conjunction with the everyday activities and the experiences of the people who developed them. Folk dances are perpetuated from generation to generation in the manner of all folk traditions—from person to person, family to family, village to village.
<b>fragmentation</b>	The manipulation of movement: the original movement flow is broken into irregular pieces, or <i>fragments</i> . The original movement need not be completed when fragmentation is applied as a choreographic tool.
<b>general space</b>	An area beyond personal space that is the area around us in a given context in which a dancer can move.
<b>genres</b>	Particular styles of dances (e.g., ballet, modern, tap, jazz). Each dance genre is distinguished by specific learned technique with historical, cultural, kinesiological, or entertainment values.
<b>human animation software</b>	Software used to create choreography and dances via computer. An example is Merce Cunningham's DanceForms (formerly called Life Forms).
<b>improvisation</b>	Movement created spontaneously, ranging from free form to highly structured environments but always with an element of change. Improvisation is instant and simultaneous choreography and performance.

## Dance Glossary

<b>kinesthetic</b>	Adjective describing the ability of the sensory nerve endings in one's muscles, tendons, and joints to respond to movement while one is dancing or viewing dance.
<b>levels</b>	High, middle, and low: the altitude of a movement or shape in relation to its distance from the floor.
<b>locomotor movement</b>	Any motion in which the feet or any other part of the body is used to carry the body from one place to another (e.g., walking, running hopping, jumping, skipping, galloping, sliding, leaping, rolling, crawling). (See <b>nonlocomotor movement</b> .)
<b>manipulated</b>	Shaped and reformed a dance movement.
<b>motif description</b>	A dance notation system using symbols to depict the most important elements of a dance (developed by Ann Hutchinson Guest, derived from Labanotation).
<b>movement qualities</b>	The essential nature and quantity of energy expended in a movement; the amount of energy, intensity, or power behind a movement that conveys the intention of the performer; In some models, this element of dance is referred to as <i>dynamics</i> or <i>efforts</i> .
<b>movement study</b>	A brief movement composition created by using a specific stimulus as a source of inspiration.
<b>narrative</b>	A choreographic structure that is representational and in the form of a story.
<b>nonlocomotor movement</b>	Any motion that is anchored to one spot by the feet or any other part of the body, using only that space rather than moving the body from one place to another. Sometimes referred to as <i>axial</i> movement. (See <b>locomotor movement</b> .)
<b>partnering</b>	Working with another dancer to create interesting movement through lifts, guiding, and/or weight sharing.
<b>pathways</b>	Patterns of dance movement in and through space as in straight, zigzag, curvy, or wavy.
<b>percussive</b>	Adjective describing one of the central <b>movement qualities</b> : movement having a beating or striking quality.
<b>personal space</b>	The "space bubble" or the kinesphere that one occupies; it includes all <b>levels</b> , planes, and directions, both near and far away from the body's center.
<b>phrase</b>	A natural grouping of movements that give a temporary feeling of completion.

## Dance Glossary

<b>projection</b>	A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience.
<b>rondo</b>	The dance form in which a theme, A, is repeated after each new section: ABACADA.
<b>social dance</b>	Dance that appears in a particular culture—historically, courtship dances, work dances, war dances, and communal dances. Also known as recreational and ballroom dances in American culture, this dance type includes waltz, foxtrot, tango, meringue, salsa, mambo, rumba, and swing.
<b>space</b>	An element of dance relating to the area in and through which a dancer moves.
<b>sustained</b>	Adjective describing one of the central <b>movement qualities</b> : a manner of using energy that communicates an intent to prolong the movement being executed.
<b>swing/swinging</b>	A body movement that has the quality or action of the pendulum on a clock as it traces an arc-like path between two points—rising, falling, rising. The rising action is increasingly sustained, and the falling action is increasingly quickened.
<b>technology</b>	Electronic media (such as video, camcorders, digital recorders, CD players, iPods, stage lighting and sound, still cameras, computer software and hardware, and Interwrite boards) used as tools to create, learn, explain, document, analyze, and/or present dance on stage or in the classroom.
<b>tempo</b>	The rate of speed at which dance movement is performed.
<b>theatrical dances</b>	Dances such as jazz and tap, which are genres primarily developed for the stage.
<b>transition</b>	An organized connection between dance movements that maintains continuity in the dance.
<b>vibratory</b>	Adjective describing one of the central <b>movement qualities</b> : a sharp, quick action done by the dancer's moving his or her body parts quickly back and forth or side to side. The speed of the shaking can be changed slightly, but if the action is done too slowly, the vibratory quality is lost. Body parts can shake separately or simultaneously.

## Dance Glossary

**warm-up exercises**

Movements and/or movement **phrases** designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.