



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

CROSSWALK

Dance

Georgia Performance Standards (GPS)
to
Georgia Standards of Excellence (GSE)
Kindergarten – Grade 12

Table of Contents

Kindergarten.....	3
First Grade.....	7
Second Grade	12
Third Grade	17
Fourth Grade	23
Fifth Grade	28
Dance Sixth Grade-Eighth Grade.....	34
Advanced Dance Sixth Grade-Eighth Grade	41
Dance Level I Ninth Grade-Twelfth Grade	47
Dance Level II Ninth Grade-Twelfth Grade	52
Dance Level III Ninth Grade-Twelfth Grade	58
Dance Level IV Ninth Grade-Twelfth Grade.....	64

Dance Georgia Standards of Excellence

Kindergarten	
Current GPS	GSE
<p>DKFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Recognizes basic terminology of creative movement elements (e.g. space, time, force, body). b. Recognizes, recalls, and executes basic locomotor movements (e.g. walk, run, hop, jump, gallop). c. Recognizes, recalls, and executes opposite and contrasting axial movements comprised of space, force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing, shake, float). d. Demonstrates body awareness through body parts isolations and connections (e.g. upper-lower, body half, cross-lateral). e. Demonstrates the difference between personal and general space. f. Demonstrates the ability to perform simple movements in response to oral instruction. 	<p>ESDK.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Identify and demonstrate basic creative and locomotor movements and body isolations. b. Demonstrate the difference between personal and general space. c. Demonstrate the ability to perform simple movements in response to oral instruction. <p>Reorganized/combined with other standards.</p>
<p>DKFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness and full participation and awareness of others in the dance learning environment. b. Demonstrates focus and concentration in the performance of skills. c. Understands the difference between appropriate behaviors in a dance class and those of an audience member and dance observer. 	<p>ESDK.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, full participation, and awareness of others in the dance learning and performance environments. b. Understand and demonstrate appropriate behaviors as a dance performer, and as an audience member. <p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Kindergarten	
Current GPS	GSE
<p>DKFD.3 Understands and applies dance science to movement and dance technique.</p> <ul style="list-style-type: none"> a. Identifies general aspects of the human body applied to dance: “What is a muscle? What is a bone? b. Identifies and/or isolates eight to ten body parts (e.g. head, arms, legs, hips, elbows, knees, neck, waist, wrists, ankles, hands, feet, fingers, toes). c. Identifies the importance of healthy practices for dance. 	<p>ESDK.PR.3 Recognize the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Identify basic body parts and how they move. <p>Changed to align with current best practices.</p>
<p>DKFD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Explores moving to music and responding to changes in tempo and qualities. b. Explores stopping, starting, and changing in response to music and sound. 	<p>ESDK.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Explore moving to music and responding to changes in tempo and other music qualities. <p>Changed to align with current best practices.</p>
<p>DKCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores working collaboratively with others. b. Identifies and then creates a dance sequence with a beginning, middle, and end. c. Engages in creative exploration of dance elements through structured improvisation and play (e.g. body, space, time, energy). d. Explores problem solving skills through movement. e. Responds through movement to a variety of stimuli (e.g. scarves, songs, streamers, images). 	<p>ESDK.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Explore working independently and collaboratively with others. b. Create and perform a dance sequence. c. Explore dance elements through structured improvisation and play (e.g. body, space, time, energy). d. Respond to a variety of stimuli through movement (e.g. scarves, songs, sounds, images). <p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Kindergarten	
Current GPS	GSE
<p>DKCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness. b. Recognizes and accurately describes movement and dance elements. c. Moves expressively to music or other accompaniment (e.g. sound, text). 	<p>ESDK.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Express ideas and feelings through movement, gestures, and facial expressions. b. Move expressively to music and/or other stimuli (e.g. sound, text). <p>Reorganized/combined with other standards. Changed to align with current best practices.</p>
<p>DKRE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Explains basic features that distinguish one kind of dance from another (e.g. speed, force/energy use, costume, setting, music). b. Develops the ability to describe and reflects upon one’s own dance as well as another’s dance. c. Describes, compares, and contrasts movement elements of dance. 	<p>ESDK.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Explain basic features that distinguish one dance from another. b. Observe movement and describe it using basic dance terminology. <p>Changed to align with current best practices.</p>
<p>DKCO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Explores the role of dance in various cultures. b. Explores “Why we dance”. 	<p>ESDK.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Explore historical and cultural motivations for dance. b. Explore the role of dance in various cultures and history. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Kindergarten	
Current GPS	GSE
<p>DKCO.2 Recognizes connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Explores the principles of a healthy body (e.g. nutrition). b. Explores safe moving concept. c. Explores essential concepts for individual and group movement. 	<p>ESDK.CN.2 Recognize connections between dance, wellness, and safety.</p> <ul style="list-style-type: none"> a. Explore the principles of a healthy body (e.g. nutrition, hygiene). b. Explore moving safely. <p>Changed to align with current best practices.</p>
<p>DKCO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores dance as an art form through the use of media and technology. 	<p>Reorganized/combined with other standards.</p>
<p>DKCO.4 Demonstrates and understands dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts between dance and other subject areas. 	<p>ESDK.CN.3 Identify connections between dance and other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms and subject areas. b. Explore elements and styles of dance through the use of technology and media.

Dance Georgia Standards of Excellence

First Grade	
Current GPS	GSE
<p>D1FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Recognizes and recalls terminology of creative movement elements and sub-elements (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). b. Executes short sequences of basic locomotor movements (e.g. walk, run, hop, jump, gallop) in a variety of pathways, directions and levels. c. Executes short sequences of a range of axial movements comprised of space, force, body shapes and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). d. Demonstrates body awareness through isolations, connections (e.g. body half, upper-lower, cross-lateral) as well as awareness of and accuracy of limb positions and axial pathways in personal space. 	<p>ESD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Identify and recall dance terminology (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). b. Execute short sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip). c. Execute short sequences of axial movements comprised of space, energy/force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). d. Develop and demonstrate body awareness through isolations, coordination, and personal space. <p style="text-align: center;">Changed for clarification.</p>
<p>D1FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment. b. Demonstrates focus and concentration in performance skills. c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer. 	<p>ESD1.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment. b. Demonstrate focus and concentration in performance skills. c. Apply knowledge of appropriate behaviors and skills as an observer and performer. <p style="text-align: center;">Changed to align with current best practices.</p>

Dance Georgia Standards of Excellence

First Grade	
Current GPS	GSE
<p>D1FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Explains the difference between muscles, bones and joints. b. Recognizes healthy practices that relate to dancing (e.g, warm up, cool down, nutrition, proper clothing). c. Locates and/or isolates over ten body parts and applies isolations in a creative movement setting. 	<p>ESD1.PR.3 Recognize the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Explain the differences between muscles, bones, and joints. b. Recognize healthy practices for dance (e.g. proper warm up and cool down, proper clothing). c. Identify and isolate over ten body parts. <p>Changed to align with current best practices. Changed for clarification.</p>
<p>D1FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrates unstructured movement to a steady beat. b. Differentiates between contrasting rhythms. c. Executes accuracy in stopping, starting, and changing in response to music and sound. d. Understands the concepts of stopping, starting, and changing in response to music and sound. 	<p>ESD1.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrate improvised movement to a steady beat. b. Differentiate between contrasting rhythms. c. Understand and execute concepts of stopping, starting, and changing tempo, movement quality, and direction in response to music and sound. <p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

First Grade	
Current GPS	GSE
<p>D1CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores basic concepts of partnering (e.g. copying, leading, mirroring, following). b. Creates shapes and levels through movement. c. Identifies and creates a dance sequence with a beginning, middle, end. d. Engages in creative exploration of dance elements through structured improvisation and play (e.g. body, space, time, energy). e. Creates movement based on his or her own ideas, feelings, concepts, and kinesthetic awareness. f. Explores problem solving skills through movement. g. Responds to a variety of stimuli (e.g. scarves, songs, streamers, images). 	<p>ESD1.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Collaborate with others to create and perform movement phrases. b. Explore basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow). c. Create shapes and levels through movement. d. Identify and create a dance sequence with a beginning, middle, and end. e. Explore dance elements through improvisation and play (e.g. body, space, time, energy). f. Respond to a variety of stimuli through movement (e.g. scarves, music, images). <p>Reorganized/combined with other standards.</p>
<p>D1CR.2 Demonstrates an understanding of dance as a way to communicate meaning.</p> <ul style="list-style-type: none"> a. Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness. b. Recognizes and accurately describes movement and dance elements. c. Moves expressively to music and/or other accompaniment (e.g. sound, text). 	<p>ESD1.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Create movement based on ideas, feelings, and personal experiences. b. Recognize how movement quality impacts meaning. c. Move expressively to music and/or other stimuli (e.g. sound, text). <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

First Grade	
Current GPS	GSE
<p>D1RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Explains basic features that distinguish one kind of dance from another (e.g. speed, force/energy use, costume, setting, music). b. Develops the ability to describe one’s own dance as well as another’s dance. c. Describes, compares, and contrasts movement elements of dance. 	<p>ESD1.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music). b. Compare and contrast elements of dance (e.g. body, space, time, energy). c. Begin to evaluate simple composition through personal reflection (e.g. establishing personal preferences, noting observations, describing emotional responses). <p style="text-align: center;">Changed to align with current best practices.</p>
<p>D1CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Demonstrates an understanding of the role of dance in various cultures. b. Participates in dance activities representing various cultures. c. Demonstrates an understanding of “Why we dance?” 	<p>ESD1.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of historical and cultural motivations for dance. b. Participate in dance activities representing various cultures. c. Identify the role of dance in other cultures. <p style="text-align: center;">Changed for clarification.</p>
<p>D1CO.2 Demonstrates an understanding of dance as it relates to wellness.</p> <ul style="list-style-type: none"> a. Explores how health and nutrition enhance dance ability. b. Develops respect for one’s well-being and the well-being of others. c. Develops understanding of essential concepts for individual and group movement. 	<p>ESD1.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Explore the principles of a healthy body (e.g. health, hygiene, nutrition). b. Define and demonstrate personal safety and safety for others in dance. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

First Grade	
Current GPS	GSE
<p>D1CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores the basic elements of dance through the use of media and technology. b. Explores the various styles of dance through the use of media and technology. 	<p>Reorganized/combined with other standards.</p>
<p>D1CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. 	<p>ESD1.CN.3 Identify connections between dance and other areas of knowledge.</p> <ul style="list-style-type: none"> a. Integrate the use of technology and media in the exploration of elements and styles of dance. b. Compare and contrast dance to other art forms and subject areas.

Dance Georgia Standards of Excellence

Second Grade	
Current Standard	GSE
<p>D2FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Recognizes and applies terminology of creative movement elements and sub-elements to describe and create movements. b. Executes both instructed and created sequences of locomotor movements (e.g. walk, run, hop, jump, gallop, and skip) with increased changes in pathways, directions, and levels. c. Demonstrates contrasts of movement qualities and energy through a wide range of sequenced and simultaneous axial movements. d. Demonstrates body awareness and connections through stabilization, increased range of motion, simultaneous coordination of varied body parts (e.g. arms and head, opposite arm and leg) as well as sequencing (e.g. arm, arm, leg, leg; head, shoulders, hips, knees). 	<p>ESD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Apply dance terminology to describe and create movement (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). b. Execute sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip). c. Execute sequences of axial movements comprised of space, force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). d. Demonstrate body awareness through balance, coordination, and increased range of motion. <p style="text-align: right;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Second Grade	
Current GPS	GSE
<p>D2FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment. b. Demonstrates focus and concentration in the performance of skills. c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer. 	<p>ESD2.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment. b. Demonstrate focus and concentration in the performance of skills. c. Apply knowledge of appropriate behaviors and skills as an observer and performer. <p>Changed to align with current best practices.</p>
<p>D2FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Applies and translates knowledge of muscles, bones, and joints to specific actions in the dance class. b. Identifies and describes healthy practices that relate to dancing (e.g. warm up, cool down, nutrition, proper clothing). c. Explores movement options and applies knowledge of a range of body parts in a creative movement context. 	<p>ESD2.PR.3 Recognize the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Apply knowledge of muscles, bones, and joints to specific movements. b. Apply knowledge of healthy practices for dance (e.g. proper warm up and cool down, proper clothing, stretching). <p>Changed to align with current best practices. Changed for clarification.</p>
<p>D2FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrates structured movements to a steady beat. b. Executes instructed or created movements to simple rhythmic patterns. c. Responds to changes in tempo and qualities through movement. 	<p>ESD2.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrate structured movements to a steady beat. b. Execute instructed or student created movements to simple rhythmic patterns. c. Respond to changes in tempo and other musical qualities through movement.

Dance Georgia Standards of Excellence

Second Grade	
Current GPS	GSE
<p>D2CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Works collaboratively with others. b. Utilizes basic partnering skills (e.g. copy, lead, mirror, follow). c. Sequences phrases of movement with simple transitions. d. Extends awareness of dance elements (e.g. body, space, time, energy) through layering. e. Responds through movement to a variety of stimuli (e.g. scarves, songs, streamers, images). f. Explores various approaches to solving a compositional question. 	<p>ESD2.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Collaborate with others to create and perform movement phrases. b. Develop basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow). c. Sequence phrases of movement with simple transitions. d. Combine two or more dance elements in a movement phrase (e.g. body, space, time, energy). e. Respond to a variety of stimuli through movement (e.g. scarves, songs, sounds, images). <p style="text-align: center;">Changed for clarification.</p>
<p>D2CR.2 Demonstrates an understanding dance as a way to communicate meaning.</p> <ul style="list-style-type: none"> a. Improvises and creates movement based on own ideas, feelings, concepts, and kinesthetic awareness. b. Recognizes and accurately describes movement and dance elements. c. Moves expressively to music and/or other accompaniment (e.g. sound, text). 	<p>ESD2.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Improvise and create movement based on ideas, feelings, and personal experiences. b. Recognize and describe how movement quality impacts meaning. c. Move expressively to music and/or other stimuli (e.g. sound, text). <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Second Grade	
Current GPS	GSE
<p>D2RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Explains basic features that distinguish one kind of dance from another (e.g. speed, force/energy use, costume, setting, music). b. Demonstrates the ability to describe one’s own dance as well as another’s dance. c. Describes, compares, and contrasts movement elements of dance. d. Begins to understand criteria for evaluating simple composition. 	<p>ESD2.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music). b. Compare and contrast elements of dance. c. Evaluate simple composition using specified criteria. <p style="text-align: center;">Changed for clarification.</p>
<p>D2CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Identifies the role of dance in personal heritage. b. Participates in dance activities representing various cultures. c. Recognizes the reason for dance in other cultures. d. Describes the similarities and differences in various dance styles (e.g. ballet, jazz, tap). 	<p>ESD2.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Participate in dance activities representing various cultures. b. Identify the role of dance in other cultures. c. Describe the similarities and differences in various dance styles throughout history (e.g. ballet, jazz, creative movement). <p style="text-align: center;">Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Second Grade	
Current GPS	GSE
<p>D2CO.2 Demonstrates an understanding of dance as it relates to wellness.</p> <ul style="list-style-type: none"> a. Explores the principles of a healthy body (e.g. nutrition). b. Explores healthy practices that enhance dance. c. Demonstrates respect for one’s well-being and the well-being of others. 	<p>ESD2.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Explore the principles of a healthy body (e.g. health, hygiene, nutrition). b. Define and demonstrate personal safety and the safety of others in dance. <p>Reorganized/combined with other standards.</p>
<p>D2CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Compares and contrasts basic elements of dance through the use of media and technology. b. Develops an understanding of the various styles of dance through the use of media and technology. 	<p>Reorganized/combined with other standards.</p>
<p>D2CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. 	<p>ESD2.CN.3 Identify connections between dance and other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms and subject areas. b. Compare and contrast elements and styles of dance through the use of media and technology. <p>Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Third Grade	
Current GPS	GSE
<p>D3FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Executes and combines a wide range of locomotor movements and movement combinations (e.g. walk, run, hop, jump, gallop, and skip) and foundational technical dance steps (e.g. chasse, grapevine, step-hop) with appropriate energy and coordination, in a variety of pathways, directions, and qualities. b. Executes a range and sequence of axial movements comprised of space, force, body shapes and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float). c. Demonstrates clear weight transfer and directional and facing changes in both axial and locomotor combining movements. d. Demonstrates the ability to perform a sequence of movements in response to oral instruction and improvise from a sequence of general prompts. 	<p>ESD3.PR.1 Identify and demonstrate movement elements, skills, technique, and terminology in dance.</p> <ul style="list-style-type: none"> a. Apply and expand dance terminology to describe and create movement (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes). b. Combine and execute a wide range of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip). c. Execute a range of axial movements comprised of space, force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float planes). d. Demonstrate weight transfer and directional changes in axial and locomotor movements. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Third Grade	
Current GPS	GSE
<p>D3FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment. b. Demonstrates focus and concentration in the performance of skills. c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer. 	<p>ESD3.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment. b. Demonstrate focus and concentration in the performance of skills. c. Apply knowledge of appropriate behaviors and skills as an observer and performer. <p>Changed to align with current best practices.</p>
<p>D3FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Applies knowledge of healthy practices for dance, such as proper warm up and cool down. b. Describes the concept of alignment. c. Explores and sequences movement options and applies knowledge and coordination of a range of body parts in a creative movement context. 	<p>ESD3.PR.3 Recognize the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Apply knowledge of healthy practices for dance (e.g. proper warm up/cool down, proper clothing, stretching). b. Describe the concept of alignment. c. Recognize and identify major muscles, bones, and joints on one’s own body using limited anatomical terminology. <p>Changed to align with current best practices. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Third Grade	
Current GPS	GSE
<p>D3FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Creates and sequences movements in association with simple rhythmic patterns. b. Adapts to changes in speeds and tempos within instructed and improvisational dance. c. Demonstrates how music or sound can influence movement quality. 	<p>ESD3.PR.4 Understand and apply music concepts in dance.</p> <ul style="list-style-type: none"> a. Create and perform simple movement sequences using rhythmic patterns and various tempos in guided and improvised dance. b. Demonstrate how music or sounds influence movement quality. <p style="text-align: center;">Changed based on survey responses.</p>
<p>D3CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores working collaboratively with others. b. Utilizes dance elements and technique to create more complex dance compositions. c. Creates movement based on their own ideas, feelings, concepts, and kinesthetic awareness. d. Explores problem solving skills through movement. e. Responds through movement to a variety of stimuli (e.g. literature, visual art, props). f. Implements various approaches to solving a compositional question. g. Uses improvisation to discover and invent movement and to solve movement problems. 	<p>ESD3.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Collaborate with others to create and perform movement phrases. b. Create a sequence of three or more movements utilizing body, space, time, and energy. c. Explore how personal feelings and experiences influence choreography and performance. d. Respond to a variety of stimuli through movement (e.g. literature, visual art, props). e. Implement various approaches to creating choreography (e.g. improvisation, guided imagery). <p style="text-align: center;">Changed based on survey responses. Changed to align with current best practices.</p>

Dance Georgia Standards of Excellence

Third Grade	
Current GPS	GSE
<p>D3CR.2 Demonstrates an understanding of dance as a way to communicate meaning.</p> <ul style="list-style-type: none"> a. Uses a combination of improvisation and choreographic tools to create movement based on one’s own ideas, feelings, concepts, and kinesthetic awareness. b. Recognizes and accurately describes movement and movement elements. c. Moves expressively to music or other accompaniment (e.g. sound, text). 	<p>ESD3.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Use personal experiences and choreographic tools (e.g. improvisation, guided imagery) to create a movement narrative. b. Recognize and describe how movement quality impacts meaning. c. Move expressively to music or other stimuli (e.g. sound, text). <p style="text-align: center;">Changed for clarification.</p>
<p>D3RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music). b. Develops the ability to describe one’s own dance as well as another’s dance. c. Describes, compares, and contrasts movement elements of dance. d. Demonstrates an understanding of dance as a means of communication, expression, and interaction. e. Responds to criteria for evaluating simple composition. 	<p>ESD3.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music). b. Compare and contrast movement elements of dance. c. Evaluate simple composition using specified criteria. d. Demonstrate an understanding of dance as a means of communication, expression, and interaction. <p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Third Grade	
Current GPS	GSE
<p>D3CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Explores dances from a personal, community or regional heritage. b. Understands the role of dance in various cultures. c. Identifies a correlation between historical periods and styles of dance. d. Recognizes the reason for dance in other cultures (e.g. Why we dance?). e. Compares and contrasts various dance styles (e.g. ballet, jazz, tap, folk). 	<p>ESD3.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Recognize the reason for dance in other cultures. b. Compare and contrast various dance styles (e.g. ballet, jazz, tap, folk). <p style="text-align: center;">Changed based on survey responses.</p>
<p>D3CO.2 Demonstrates an understanding of dance as relates to wellness.</p> <ul style="list-style-type: none"> a. Explains how health and nutrition enhance dance ability. b. Develops and practices habits of safe moving. c. Explores life skills as they apply to dance. 	<p>ESD3.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Explain how health, hygiene, and nutrition enhance dance ability. b. Develop and practice criteria for personal safety and the safety of others in dance. <p style="text-align: center;">Changed based on survey responses.</p>
<p>D3CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores a personal definition of dance as an art form through the use of media and technology. 	<p style="text-align: center;">Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Third Grade	
Current GPS	GSE
<p>D3CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. c. Relates and transfers meanings, ideas, and experiences from other disciplines and areas of knowledge to dance. 	<p>ESD3.CN.3 Identify connections between dance and other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms and subject areas. b. Explore, create, and communicate the art of dance through the use of media and technology. <p>Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Fourth Grade	
Current GPS	GSE
<p>D4FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in warm-up activities that address balance, coordination, and kinesthetic awareness. b. Demonstrates knowledge of introductory dance terminology and fundamental principles of dance technique. c. Demonstrates accuracy, focus, control and coordination in performing and creating varied locomotor sequences performed to music that includes contrasts in tempos and qualities. d. Performs smooth transitions when connecting movements. e. Demonstrates basic use of a prop. 	<p>ESD4.PR.1 Identify and demonstrate movement elements, skills, and technique in ballet and jazz terminology.</p> <ul style="list-style-type: none"> a. Participate in dance technique based warm-up. b. Demonstrate knowledge of introductory dance terminology and fundamental principles of dance techniques. c. Demonstrate accuracy, focus, control, and coordination in performing locomotor sequences. d. Perform smooth transitions when connecting movements. e. Demonstrate basic use of a prop. <p style="text-align: center;">Changed for clarification.</p>
<p>D4FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment. b. Demonstrates focus and concentration and self-discipline in the performance of skills. c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer. 	<p>ESD4.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning and performing environment. b. Demonstrate focus, concentration, and self-discipline in the performance of skills. c. Apply knowledge of appropriate behaviors and skills as an audience member and dance observer.

Dance Georgia Standards of Excellence

Fourth Grade	
Current GPS	GSE
<p>D4FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Recognizes and identifies fundamental landmark muscles, bones, and joints using limited anatomical terminology on one’s own body. b. Exhibits alignment and placement both in place and while moving. c. Explores and sequences movement options with body parts, body halves, and the body in planes in space. 	<p>ESD4.PR.3 Recognize the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Recognize and identify fundamental muscles, bones, and joints. b. Demonstrate alignment and placement in locomotor and non-locomotor movement. <p>Changed to align with current best practices. Changed for clarification.</p>
<p>D4FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Recognizes difference between meters of 2 or 4 (duple) and 3 (triple). b. Recognizes different musical styles and genres through listening and dancing to music from various parts of the world. c. Recognizes and identifies principles of musicality in dance. 	<p>ESD4.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Recognize different musical styles and genres. b. Demonstrate musicality while performing dance phrases. <p>Changed based on survey responses.</p>
<p>D4CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores and refines partnering skills. b. Demonstrates a variety of structures, forms, and designs (e.g. AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry). c. Applies dance technique principles to the choreographic context. d. Develops versatility through experimentation with various movement approaches. e. Implements the use of props within the choreography. 	<p>ESD4.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Explore a variety of choreographic structures, forms, and designs (e.g. AB, ABA, canon, call-response, narrative, complementary/contrasting shapes, symmetry). b. Demonstrate proper dance technique while performing choreography. c. Implement the use of props within choreography. <p>Changed based on survey responses. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Fourth Grade	
Current GPS	GSE
<p>D4CR.2 Demonstrates an understanding of dance as a way to communicate meaning.</p> <ul style="list-style-type: none"> a. Compares and contrasts abstract and literal movement. b. Implements the use of props within the choreography. c. Understands how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance. 	<p>ESD4.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Use movement to express an idea or feeling. b. Understand how theatrical elements (e.g. costuming, lighting) contribute to the meaning of dance. <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>
<p>D4RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and critiques dance performances using specified criteria and appropriate dance terminology. c. Develops and communicates personal interpretation of a choreographed work. d. Discusses the experience of performing a choreographed work. e. Describes the similarities and differences between observing live and recorded dance performance. f. Engages in self-reflection as creator and performer. g. Engages in self-assessment as creator and performer. 	<p>ESD4.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Critique a dance performance using elements of dance (e.g. body, space, time, energy) and appropriate dance terminology. b. Discuss the experience of performing a choreographed work. <p style="text-align: center;">Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Fourth Grade	
Current GPS	GSE
<p>D4CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Identifies the role of dance in personal, community, or regional heritage. b. Participates in a dance from a personal, community, or regional heritage. c. Demonstrates an understanding of the role of dance in various cultures. d. Participates in dance activities representing various cultures. e. Identifies a correlation between historical periods and styles of dance. f. Recognizes the reason for dance in other cultures (e.g. “Why we dance?”). g. Describes the similarities and differences in various dance styles (e.g. ballet, jazz, tap, folk). 	<p>ESD4.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Participate in a dance from a different culture. b. Recognize the reason for dance in other cultures. c. Compare and contrast various dance styles throughout history (e.g. ballet, jazz, tap, folk). <p style="text-align: center;">Changed based on survey responses.</p>
<p>D4CO.2 Demonstrates an understanding of dance as it relates to wellness.</p> <ul style="list-style-type: none"> a. Understands how health and nutrition enhance dance ability. b. Defines the elements of personal safety in dance. c. Demonstrates respect for one’s well-being and the well-being of others. d. Explores how dance builds physical and emotional well-being (positive body image, physical goals, creative goals, focus/concentration). e. Explores how time-management, listening, problem-solving, and team work skills are used with others in composing, rehearsing, and performing. 	<p>ESD4.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Understand how health, hygiene, and nutrition enhance dance ability. b. Define the elements of personal safety in dance. c. Demonstrate respect for personal well-being and the well-being of others. d. Explore how dance builds physical and emotional well-being (e.g. positive body image, physical goals, creative goals, focus/concentration). <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Fourth Grade	
Current GPS	GSE
<p>D4CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Demonstrates a personal understanding of dance as an art form through the use of media and technology, alone and with others. b. Explores technological tools related to performance (e.g. lighting, sound). c. Explores an awareness of new media resources available to create and communicate about dance. 	<p>Reorganized/combined with other standards.</p>
<p>D4CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. 	<p>ESD4.CN.3 Integrate dance into other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms and subject areas. b. Discuss and integrate the uses of media and technology in dance. c. Explore technological tools related to performance (e.g. lighting, sound).

Dance Georgia Standards of Excellence

Fifth Grade	
Current GPS	GSE
<p>D5FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in dance technique based warm-up that addresses strength, coordination, and flexibility. b. Demonstrates knowledge of dance terminology and basic principles of dance technique. c. Demonstrates accuracy, focus, control, and coordination in performing and creating a spectrum of locomotor sequences performed to music that includes a range of tempos, rhythms, and qualities. d. Performs smooth transitions when connecting movements. e. Shows dexterity and motor control while manipulating a prop within a movement sequence. 	<p>ESD5.PR.1 Identify and demonstrate movement elements, technique, and terminology in ballet and jazz.</p> <ul style="list-style-type: none"> a. Participate in dance technique based warm-up. b. Demonstrate knowledge of dance terminology and basic principles of dance technique. c. Demonstrate accuracy, focus, control, and coordination in performing locomotor sequences. d. Implement the use of props within a movement sequence. <p style="text-align: center;">Changed for clarification.</p>
<p>D5FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment. b. Demonstrates focus and concentration and self-discipline in the performance of skills. c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer. 	<p>ESD5.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning and performance environment. b. Demonstrate focus, concentration, and self-discipline in the performance of skills. c. Apply knowledge of appropriate behaviors and skills as an audience member and dance observer. <p style="text-align: center;">Changed to align with current best practices.</p>

Dance Georgia Standards of Excellence

Fifth Grade	
Current GPS	GSE
<p>D5FD.3 Recognizes the anatomical and kinesiology concepts in movement.</p> <ul style="list-style-type: none"> a. Identifies fundamental principles of injury prevention for dance. b. Understands how strength and endurance are developed through dance skills. c. Identifies concepts of gravity, force, acceleration, and mass in relation to dance. d. Understands, explores, and sequences clear movements of body parts, body halves, and the body in planes in space. 	<p>ESD5.PR.3 Identify the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Identify fundamental principles of injury prevention. b. Understand how strength and endurance are developed through dance skills. c. Recognize and identify fundamental muscles, bones, and joints. d. Demonstrate proper alignment and placement. <p>Changed to align with current best practices. Changed for clarification.</p>
<p>D5FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Applies knowledge of duple and triple meters in the executing and creating of dance. b. Exhibits and creates variety in movement qualities in response to a variety of musical selections and instruments. c. Demonstrates musicality while performing dance phrases. 	<p>ESD5.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrate and create movement in response to a variety of musical selections. b. Demonstrate musicality while performing dance phrases. <p>Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Fifth Grade	
Current GPS	GSE
<p>D5CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores partnering: copy, lead, mirror, follow. b. Creates shapes and levels through movement. c. Combines phrases of movement into simple compositions with and without music accompaniment. d. Demonstrates knowledge of compositional elements through movement (beginning, middle, end, and transitions). e. Creates movement based on his or her own ideas, feelings, concepts, and kinesthetic awareness. f. Creates and performs more complex dance compositions. g. Explores design through space and time. 	<p>ESD5.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Create shapes and levels through movement. b. Create movement phrases with or without music. c. Demonstrate knowledge of compositional elements through movement (e.g. beginning, middle, end, transitions). d. Create movement based on student generated ideas or feelings. e. Apply dance technique principles to choreography. f. Create and accurately repeat a dance phrase, then vary it using the elements (e.g. body, time, space, energy). <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>
<p>D5CR.2 Demonstrates an understanding dance as a way to communicate meaning.</p> <ul style="list-style-type: none"> a. Implements various approaches to solving a compositional question. b. Uses improvisation to discover and invent movement and to solve movement problems. c. Utilizes technology in the choreographic process. d. Creates a dance phrase, accurately repeat it and then vary it (using the elements (e.g. body, time, space, energy). e. Explores thoughts, ideas, and feelings through structured improvisation. 	<p>ESD5.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Use movement to tell a story. b. Use improvisation to discover and invent movement. c. Discuss the experience of performing a choreographed work. d. Describe the similarities and differences between observing live and recorded dance performance. <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Fifth Grade	
Current GPS	GSE
<p>D5RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music). b. Develops the ability to describe one’s own dance as well as another’s dance. c. Describes, compares, and contrasts movement elements of dance. d. Responds to criteria for evaluating simple composition. e. Identifies characteristics unique to various dance genres (e.g. ballet, jazz, tap, modern). f. Discusses dance as a means of communication, expression, and interaction through simple composition with competence and confidence. 	<p>ESD5.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Explain basic features that distinguish one kind of dance from another (e.g. speed, force/energy use, costume, setting, music). b. Compare and contrast two different choreographed works. c. Develop and communicate personal interpretation of a choreographed work. d. Discuss dance as a means of communication, expression, and interaction through simple composition with competence and confidence. <p style="text-align: center;">Changed based on survey responses.</p>
<p>D5CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Participates in a dance from a personal heritage of interest. b. Participates in dance activities representing various cultures. c. Identifies a correlation between historical periods and styles of dance. d. Understands the reason for dance in other cultures (e.g. “Why we dance?”). e. Demonstrates the similarities and differences in various dance styles (e.g. ballet, jazz, tap, folk). 	<p>ESD5.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Participate in dance activities representing various cultures. b. Understand the reason for dance in other cultures. c. Demonstrate the similarities and differences in various dance styles throughout history (e.g. ballet, jazz, tap, folk). <p style="text-align: center;">Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Fifth Grade	
Current GPS	GSE
<p>D5CO.2 Demonstrates an understanding of dance as it relates to wellness.</p> <ul style="list-style-type: none"> a. Practices habits of health and nutrition to enhance dance ability. b. Demonstrates the elements of personal safety in dance. c. Demonstrates respect for one’s well-being and the well-being of others. d. Investigates how dance promotes body wellness (e.g. strength, endurance, balance, agility, flexibility). e. Demonstrates how time-management, listening, problem-solving, and team work skills are used with others in composing and rehearsing and performing. 	<p>ESD5.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Practice habits of health, hygiene, and nutrition to enhance dance ability. b. Demonstrate the elements of personal safety in dance. c. Demonstrate respect for personal well-being and the well-being of others. d. Investigate how dance promotes body wellness (e.g. strength, endurance, balance, agility, flexibility, positive body image). <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>
<p>D5CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Demonstrates an ability to utilize technological tools and media to create and communicate about dance. b. Demonstrates an ability to use media and technology tools related to dance performance. 	<p style="text-align: center;">Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Fifth Grade	
Current GPS	GSE
<p>D5CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. 	<p>ESD5.CN.3 Integrate dance into other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other arts and subject areas. b. Utilize technological tools and media to create and communicate about dance. <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres. b. Demonstrates dance terminology and technique of specific dance genres. c. Develops projection, focus, control, strength and coordination in performing a combination of locomotor and axial movements. d. Creates, performs, and refines movement phrases integrating the elements of dance (e.g. space, time, energy, and body). e. Demonstrates the ability to smoothly transfer weight, change direction, and maintain balance in a dynamic movement context. f. Refines and corrects movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video). 	<p>MSD.PR.1 Identify and demonstrate movement elements, technique, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participate in technique based warm-up exercises for specific dance genres (e.g. ballet, modern, and jazz). b. Compare and contrast terminology of various dance styles. c. Demonstrate movement elements through coordination and connectivity. d. Demonstrate increased ability and skill to sustain longer and more complex movement sequences. e. Refine and correct movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video). <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills. c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer. 	<p>MSD.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning and performance environment. b. Demonstrate concentration and focus with respect to self and others in the performance of skills. c. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer. <p>Changed to align with current best practices.</p>
<p>DMSPFD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Relates functions of major muscles and bones to the fundamental injury prevention principles for dance. b. Applies concepts of gravity, force, acceleration, and mass in specific movement contexts. c. Applies the basic principles of alignment and placement to the dynamic contexts of dance technique. d. Understands the importance of the appropriate warm-up and cool-down within a dance technique class. 	<p>MSD.PR.3 Identify the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Relate functions of major muscles and bones to the fundamental injury prevention principles for dance. b. Apply concepts of gravity, force, acceleration, and mass in specific movement contexts. c. Apply the basic principles of alignment and placement to dance technique. d. Understand the importance of appropriate warm-up and cool-down within a dance technique class. <p>Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPFD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Recognizes musical forms (e.g. ABA, fugue, canon) and their relation to dance. b. Recognizes how different rhythm structures are utilized by a variety of music idioms and cultures and how those rhythms influence dance styles (e.g. ballet, jazz, African). c. Demonstrates musicality while performing and creating dance phrases. 	<p>MSD.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Recognize musical forms (e.g. ABA, fugue, canon) and how they relate to dance. b. Recognize rhythm structures of music through dance (e.g. ballet, jazz, African). c. Demonstrate musicality while performing and creating dance phrases. <p style="text-align: center;">Changed based on survey responses.</p>
<p>DMSPCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores and refines partnering skills. b. Demonstrates a variety of structures, forms, and designs (e.g. AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry). c. Applies dance technique principles to the choreographic context. d. Develops versatility through experimentation with various movement approaches. e. Implements the use of props within the choreography. 	<p>MSD.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Demonstrate a variety of choreographic structures (e.g. AB, ABA, canon, call-response, narrative, complementary/contrasting shapes, symmetry). b. Apply dance technique to choreography. c. Develop versatility through experimentation with various movement approaches (e.g. improvisation, imagery). d. Implement the use of props within choreography.

Dance Georgia Standards of Excellence

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Compares and contrasts abstract and literal movement. b. Implements the use of props within the choreography. c. Explores how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance. 	<p>MSD.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Compare and contrast abstract and literal movement. b. Explore the qualities of expression in performance. c. Explore how theatrical elements (e.g. costuming, lighting) contribute to the meaning of the dance. <p style="text-align: center;">Changed for clarification. Changed to align with current best practices.</p>
<p>DMSPRE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and critiques dance performances using specified criteria and appropriate dance terminology. c. Develops and communicates personal interpretation of a choreographed work. d. Discusses the experience of performing a choreographed work. e. Describes the similarities and differences between observing live and recorded dance performance. f. Engages in self-reflection as creator and performer. g. Engages in self-assessment as creator and performer. 	<p>MSD.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observe and critique dance performances using specified criteria and appropriate dance terminology. c. Develop and communicate personal interpretation of a choreographed work. d. Discuss the experience of performing a choreographed work. e. Compare and contrast the differences between observing live and recorded dance performance. f. Engage in self-reflection and self-assessment as creator and performer. <p style="text-align: center;">Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPCO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles. b. Performs folk, social, and/or theatrical dancers from a broad spectrum of twentieth-century America. c. Describe the role of dance in at least two different cultures or time periods. d. Accesses and uses community resources (such as people, books, videos) to learn about a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance. 	<p>MSD.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Perform dances from various cultures and history. b. Use resources (e.g. people, books, technology) to learn about dance from different cultures and/or time periods. <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPCO.2 Demonstrates an understanding of dance as it relates to wellness.</p> <ul style="list-style-type: none"> a. Demonstrates personal habits of health and nutrition to enhance dance ability. b. Defines and practices the elements of personal safety in dance. c. Demonstrates and practices respect for one’s well-being and the well-being of others. d. Demonstrates how dance builds physical and emotional well-being (e.g. positive body image, physical goals, creative goals, focus/concentration). e. Models how time-management, listening, problem-solving, and team work skills are used with others in composing and rehearsing and performing. f. Identifies career in dance and dance related fields. 	<p>MSD.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Demonstrate personal habits of health, hygiene, and nutrition to enhance dance ability. b. Define and practice the elements of personal safety in dance. c. Demonstrate and practice respect for personal well-being and the well-being of others. d. Demonstrate how dance builds physical and emotional well-being (e.g. positive body image, physical goals, creative goals, focus/concentration). <p style="text-align: center;">Changed for clarification.</p>
<p>DMSPCO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores media and technology to learn about dance as an art form. b. Explores an ability to use media and technology tools related to dance performance. c. Explores personal interests and careers in media, technology and the arts. 	<p style="text-align: center;">Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSPCO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none">a. Compares and contrasts dance to other art forms.b. Explores commonalities of essential concepts shared between dance and other subject areas.c. Identifies career possibilities in dance and dance related fields.	<p>MSD.CN.3 Demonstrate and understanding of dance as it relates to other area of knowledge.</p> <ul style="list-style-type: none">a. Compare and contrast dance to other art forms and subject areas.b. Identify career possibilities in dance and dance related fields.c. Explore media and technology to learn about dance as an art form.d. Use media and technology in dance performance.e. Explore personal interests and careers in media, technology, and the arts.

Advanced Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSAFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres. b. Compares terminology of various dance styles, and recognizes underlying similarities and differences in use of energy, space, and time. c. Demonstrates projection, focus, control, strength and coordination and connectivity (e.g. within body, body to space) in performing a combination of locomotor and axial movements. d. Demonstrates increased ability and skill to sustain longer and more complex movement sequences with focus, projection, smooth transitions and artistry. e. Refines and corrects movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video). 	<p>MSAD.PR.1 Identify and demonstrate movement elements, technique, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participate in technique based warm-up exercises for specific dance genres (e.g. ballet, modern, and jazz). b. Compare and contrast terminology of various dance styles. c. Demonstrate movement elements through coordination and connectivity. d. Demonstrate increased ability and skill to sustain longer and more complex movement sequences. e. Refine and correct movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video). <p style="text-align: center;">Changed for clarification.</p>

Advanced Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSAFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills. c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer. 	<p>MSAD.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning and performing environment. b. Demonstrate concentration and focus with respect to self and others. c. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer. <p>Changed to align with current best practices.</p>
<p>DMSAFD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Identifies common dance injuries and identifies exercises to target muscular imbalances. b. Identifies and applies dance science principles to improve strength, endurance, and flexibility. c. Recognizes the principles of a safe, progressive, sequential order of exercises in a dance technique class. 	<p>MSAD.PR.3 Demonstrate the relationship between human anatomy and movement.</p> <ul style="list-style-type: none"> a. Relate functions of major muscles and bones to the fundamental injury prevention principles for dance. b. Identify and apply principles of anatomy to improve muscular strength and endurance, cardiorespiratory endurance, and flexibility. c. Recognize the principles of a safe, progressive, sequential order of exercises in a dance technique class (e.g. warm-up and cool down). d. Apply the basic principles of alignment and placement to dance technique. <p>Changed to align with current best practices.</p>

Advanced Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSAFD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Applies musical forms (e.g. ABA, fugue, canon) to dance. b. Analyzes different rhythm structures from a variety of music idioms and cultures and applies to appropriate dance styles. c. Demonstrates a basic understanding of musicality. d. Demonstrates musicality while performing and creating dance phrase. 	<p>MSAD.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Apply musical forms (e.g. ABA, fugue, canon) to dance. b. Analyze different rhythm structures in music using dance. c. Demonstrate musicality through performance and creation of dance. <p style="text-align: center;">Changed for clarification.</p>
<p>DMSACR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Demonstrates partner skills in a visually interesting way through exploration of weight and force (e.g. contact improvisation). b. Applies dance technique principles to the choreographic context. c. Develops versatility through experimentation with various movement approaches. d. Demonstrates and recognizes a variety of structures, forms, and designs (e.g. AB, ABA, Canon, Call-Response, Narrative, Contrasting/Complimentary Shapes, Symmetry). 	<p>MSAD.CR.1 Demonstrate an understanding of the choreographic process.</p> <ul style="list-style-type: none"> a. Apply dance technique to choreography. b. Develop versatility through experimentation with various movement approaches (e.g. improvisation, imagery). c. Demonstrate and recognize a variety of structures (e.g. AB, ABA, canon, call-response, narrative, contrasting/complementary shapes, symmetry). <p style="text-align: center;">Changed for clarification.</p>

Advanced Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSACR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Explores abstract ideas through simple movement in individual and small group study. b. Implements, with purpose, the use of props within the choreography. c. Understands how theatrical elements such as costuming and lighting contribute to the meaning of the dance. d. Demonstrates individuality of expression in performance. 	<p>MSAD.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Explore abstract ideas through simple movement in individual and small group study. b. Purposefully implement the use of props within choreography. c. Understand how theatrical elements (e.g. costuming, lighting) contribute to the meaning of a dance. d. Demonstrate individuality of expression in performance. <p style="text-align: center;">Changed for clarification.</p>
<p>DMSARE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and critiques dance performances using specified criteria and appropriate dance terminology. c. Compares and contrasts multiple choreographed works. d. Discusses the experience of performing a choreographed and improvised work. e. Proposes ways to revise choreography according to established assessment criteria. f. Defends the similarities and differences between observing live and recorded dance performances. g. Engages in self-reflection as creator and performer. h. Engages in self-assessment as creator and performer. 	<p>MSAD.RE.1 Demonstrate critical and creative thinking in dance.</p> <ul style="list-style-type: none"> a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observe and critique dance performances using specified criteria and appropriate dance terminology. c. Compare and contrast multiple choreographed works. d. Discuss the experience of performing a choreographed and improvised work. e. Propose ways to revise choreography according to established assessment criteria. f. Compare and contrast the similarities and differences between observing live and recorded dance performances. g. Engage in self-reflection and assessment as creator and performer. <p style="text-align: center;">Reorganized/combined with other standards. Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Advanced Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSACO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Critiques performances from at least two different folk and/or classical dances from various cultures including similarities and differences in steps and movement styles. b. Performs two or more folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America. c. Understands the role of dance in at least three different cultures or time periods and their influence on the modern world. d. Uses a variety of community resources (e.g. people, books, videos) to share and teach about folk dances of different cultures or social dances of different time periods including the cultural/historical context of those dances. 	<p>MSAD.CN.2 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Critique performances from at least two different dance genres from various cultures. b. Perform two or more folk, social, and/or theatrical dances from history. c. Use a variety of resources to share and teach about dance from different cultures or history (e.g. people, books, technology). <p style="text-align: center;">Changed based on survey responses.</p>
<p>DMSACO.2 Demonstrates an understanding of dance as it relates to wellness.</p> <ul style="list-style-type: none"> a. Practices habits of health and nutrition to enhance dance ability. b. Transfers an understanding of effective use of time-management, listening, problem-solving, and team work skills can be applied to activities in other group settings. 	<p>MSAD.CN.1 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Practice habits of health, hygiene, and nutrition to enhance dance ability. b. Practice elements of personal safety in dance. c. Identify the effects of healthy and unhealthy practices in relation to body image and lifestyle choices. <p style="text-align: center;">Changed to align with current best practices.</p>

Dance Georgia Standards of Excellence

Advanced Dance Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>DMSACO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Demonstrates skill in using media and technology to learn about dance as an art form. b. Demonstrates an ability to use media and technology tools related to dance performance. 	<p>Reorganized/combined with other standards.</p>
<p>DMSACO.4 Demonstrates and understands dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. c. Identifies career possibilities in dance and dance related fields. 	<p>MSAD.CN.3 Demonstrate and understanding of dance as it relates to other area of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms and subject areas. b. Identify career possibilities in dance and dance related fields. c. Demonstrate skills in using media and technology to learn about dance as an art form. d. Use media and technology in dance performance. <p style="text-align: center;">Changed for clarification..</p>

Dance Georgia Standards of Excellence

Dance Level I Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS1FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in warm-up activities related to strength, muscular endurance, and flexibility. b. Demonstrates an understanding of basic dance terminology and technique. c. Develops focus, control, and coordination in performing a combination of locomotor and axial movements. d. Demonstrates kinesthetic awareness through body parts and isolations and connects the body to one’s kinesphere. e. Demonstrates the ability to transfer weight, change direction, and maintain balance. f. Identifies dance vocabulary from multiple sources. 	<p>DHSD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Execute an introductory level technique-based warm-up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility. b. Demonstrate an understanding of basic dance terminology and technique. c. Develop focus, control, and coordination in performing introductory level combinations of locomotor and axial movements. d. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one’s kinesphere. e. Demonstrate the ability to transfer weight, change direction, and maintain balance. f. Identify dance vocabulary from codified techniques. <p style="text-align: center;">Changed to align with current best practices. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Level I Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS1FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrates concentration and focus and helps to maintain a respectful performance environment for others. c. Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances. d. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer and understands the role of an arts patron. 	<p>DHSD1.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. d. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.
<p>DHS1FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Understands major muscles involved in external rotation (turn-out), and important related alignment principles involved in its proper execution. b. Recognizes that proper alignment facilitates efficiency of movement. c. Understands imagery (ideokinesis) and its ability to increase efficiency of movement. d. Identifies basic principles of injury prevention for dance. 	<p>DHSD1.PR.3 Recognize concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Understand and execute major muscle principles and proper alignment. b. Recognize that proper alignment facilitates efficiency of movement. c. Understand imagery (ideokinesis) and its ability to increase efficiency of movement. d. Identify basic principles of injury prevention for dance.

Dance Georgia Standards of Excellence

Dance Level I Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS1FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Investigates syncopation, polyrhythms counterpoint, and call and response within instructed and created dance phrases. b. Phrases movements artistically, aesthetically, and musically. 	<p>DHSD1.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases. b. Phrase movements artistically, aesthetically, and musically.
<p>DHS1CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Identifies the elements of choreography. b. Discusses ways to document dance choreography (e.g. photography, video, writing computer programs). c. Manipulates the elements of personal choreography. d. Recognizes a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). 	<p>DHSD1.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Identify the elements of choreography. b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs). c. Manipulate the elements of personal choreography. d. Recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).
<p>DHS1CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Recognizes how the use of choreographic structure is used to communicate meaning in a dance. b. Demonstrates the use of theme through movement. 	<p>DHSD1.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Recognize how the use of choreographic structure is used to communicate meaning in a dance. b. Demonstrate the use of theme through movement.

Dance Level I Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS1RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and formulates opinions about the quality of dances on the basis of established criteria. c. Engages in self-reflection as creator and performer. d. Engages in self-assessment as creator and performer. 	<p>DHSD1.RE.1 Demonstrate critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observe and formulate opinions about the quality of dances on the basis of formal established criteria. c. Engage in self-reflection and self-assessment as creator and performer. <p>Reorganized/combined with other standards.</p>
<p>DHS1CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Describes the similarities and differences in dance movement from various cultures and forms. b. Describes how other arts disciplines are integrated into dance performances. c. Identifies and explores various dance genres and innovations throughout historical time. 	<p>DHSD1.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Describe the similarities and differences in dance movement from various cultures and forms. b. Describe how other arts disciplines are integrated into dance performances. c. Identify and explore various dance genres and innovations throughout history. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Level 1 Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS1CO.2 Recognizes connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Explains how health and nutrition enhance dance ability. b. Defines the elements of personal safety in dance. c. Demonstrates respect for one’s well-being and the well-being of others. d. Describes how dance builds physical and emotional well-being (positive body imaging, physical goals, creative goals, focus/concentration). 	<p>DHSD1.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Explain how health and nutrition enhance dance ability. b. Define the elements of personal safety in dance. c. Demonstrate respect for personal well-being and the well-being of others. d. Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).
<p>DHS1CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores the use of media and technology to communicate about dance. b. Explores the use of media and technology to create dance. c. Explores media and technological tools to enhance dance performance (e.g. lighting, sound). 	<p>Reorganized/combined with other standards.</p>
<p>DHS1CO.4 Demonstrates and understands dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Identifies and explores various dance genres and innovations throughout historical time periods. b. Uses a variety of resources to investigate dance genres. c. Identifies and explores various dance related professions. 	<p>DHSD1.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Identify and explore various dance genres and innovations throughout dance history and various cultures. b. Use a variety of resources to investigate dance genres. c. Identify and explore various dance related professions. d. Explore the use of media and technology to communicate about and create dance. e. Explore media and technological tools to enhance dance performance (e.g. lighting, sound).

Dance Level II Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS2FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in s technically based warm-up related to strength, muscular endurance, and flexibility. b. Executes intermediate principles of dance technique with clarity and control. c. Executes focus, control, and coordination in performing combination using the elements of dance. d. Executes the transfer of weight, change direction, while maintaining balance. e. Understands dance vocabulary from multiple sources. 	<p>DHSD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Execute a beginner technique-based warm-up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility. b. Execute beginner principles of dance technique with clarity and control for classroom and performance. c. Execute focus, control, and coordination in performing beginner combinations through the integration of dance elements. d. Execute the transfer of weight and change of direction while maintaining balance. e. Understand dance vocabulary from codified techniques. <p style="text-align: center;">Changed based on survey responses.</p>

Dance Level II Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS2FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrates concentration and focus and helps to maintain a respectful performance environment for others. c. Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances. d. Exhibits leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. 	<p>DHSD2.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. d. Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer.
<p>DHS2FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Identifies self-monitoring methods to refine and improve alignment and technical skills. b. Identifies similarities and differences between progressive, sequential order of warm-up exercises in various dance styles. c. Applies teacher prompted imagery to increase efficiency of movement. d. Develops personal practices in preparing for dance class and performance. 	<p>DHSD2.PR.3 Recognize concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Identify self-monitoring methods to refine and improve alignment and technical skills. b. Identify similarities and differences between a progressive, sequential order of warm-up exercises in various dance styles. c. Apply teacher prompted imagery to increase efficiency of movement. d. Develop personal practices in preparing for dance class and performance.

Dance Georgia Standards of Excellence

Dance Level II Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS2FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrates various kinds of syncopation, polyrhythms and counterpoint, and call and response within instructed and created dance phrases. b. Phrases movements artistically, aesthetically, and musically. 	<p>DHSD2.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Demonstrate various kinds of syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases. b. Phrase movements artistically, aesthetically, and musically.
<p>DHS2CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores the elements of choreography. b. Uses technology or software to record a dance or phrase. c. Demonstrates the use of choreographic form through short combinations. d. Identifies choreographic notation. e. Manipulates personal and structured dance combinations. f. Demonstrates and recognizes a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). 	<p>DHSD2.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explore the elements of choreography. b. Use technology or software to record a dance and/or phrase. c. Demonstrate the use of choreographic form through short combinations. d. Manipulate personal and structured dance combinations. e. Demonstrate and recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative). <p style="text-align: center;">Changed based on survey responses.</p>
<p>DHS2CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Recognizes how the use of choreographic structure is used to communicate meaning in a dance. b. Demonstrates the use of various themes through movement. 	<p>DHSD2.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Recognize how the use of choreographic structure is used to communicate meaning in a dance. b. Demonstrate the use of various themes through movement.

Dance Georgia Standards of Excellence

Dance Level II Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS2RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and formulates opinions about the quality of dances on the basis of established criteria. c. Defends a choreographic work. d. Observes and responds to dance compositions. e. Discusses and identifies aesthetic qualities particular to various styles of dance. f. Engages in self-reflection as creator and performer. g. Engages in self-assessment as creator and performer. 	<p>DHSD2.RE.1 Demonstrate critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observe and formulate opinions about the quality of dances on the basis of established criteria. c. Defend a choreographic work. d. Observe and respond to dance compositions. e. Discuss and identify aesthetic qualities particular to various styles of dance. f. Engage in self-reflection and self-assessment as creator and performer. <p>Reorganized/combined with other standards.</p>
<p>DHS2CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Creates a movement study that illustrates a similarity or difference in various cultures and forms. b. Identifies and evaluates the contributions and the integration of other arts disciplines in dance performance. c. Produces dance genres. 	<p>DHSD2.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Create a movement study that illustrates a similarity and/or difference in various cultures and forms. b. Identify and evaluate the contributions and integration of other arts disciplines in dance performance. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Level II Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS2CO.2 Recognizes connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Identifies and explores the capabilities and limitations of the body. b. Identifies and explores strategies to prevent dance injuries. c. Identifies the effects of healthy and unhealthy practices in dance. 	<p>DHSD2.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Identify and explore the capabilities and limitations of the body. b. Identify and explore strategies to prevent dance injuries. c. Identify the effects of healthy and unhealthy practices in dance.
<p>DHS2CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Demonstrates ability to use media and technology to communicate about dance as an art form. b. Demonstrates ability to use media and technology to create dance as an art form. c. Explores the use of media and technology to research dance in culture and history. d. Demonstrates ability to use media and technology tools related to dance performance. 	<p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Dance Level II Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS2CO.4 Demonstrates and understands dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. c. Identifies career possibilities in dance and dance related fields. 	<p>DHSD2.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms. b. Explore commonalities of essential concepts shared between dance and other subject areas. c. Identify career possibilities in dance and dance related fields. d. Demonstrate ability to use media and technology to communicate about and create dance as an art form. e. Explore the use of media and technology to research dance in culture and history. f. Demonstrate ability to use media and technology tools related to dance performance (e.g. light and sound).

Dance Level III Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS3FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Participates in s technically based warm-up related to strength, muscular endurance, and flexibility. b. Executes intermediate principles of dance technique with clarity and control. c. Executes focus, control, and coordination in performing combination using the elements of dance. d. Refines the ability to transfer weight, change direction and maintain balance without losing focus in a dynamic movement context. e. Understands similarities of movement concepts among multiple sources and applies appropriate terms and skills for specific movement contexts. 	<p>DHSD3.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Execute an intermediate technique-based warm-up related to strength, muscular endurance, and flexibility. b. Execute intermediate principles of dance technique with clarity and control for classroom and performance. c. Execute focus, control, and coordination in performing intermediate combinations through the integration of dance elements. d. Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. e. Understand similarities of movement concepts between codified techniques, and apply appropriate terms and skills for specific movement contexts. <p style="text-align: right;">Changed based on survey responses.</p>

Dance Georgia Standards of Excellence

Dance Level III Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS3FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrates concentration and focus and helps to maintain a respectful performance environment for others. c. Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances. d. Exhibits leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. 	<p>DHSD3.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. d. Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer.
<p>DHS3FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Exhibits use of self-monitoring methods to refine and improve alignment and technical skills. b. Defines and describes functions of the anatomy as it relates to dance styles and how preparation for different movement styles differ. c. Defines and describes functions of the anatomy as it relates to dance styles and how preparation for different movement styles differ. d. Applies principles of injury prevention for dance to personal practices in preparing for dance class and performance. 	<p>DHSD3.PR.3 Recognize concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. b. Define, describe, and execute functions of anatomy as they relate to dance styles, and how preparation for different movement styles vary. c. Apply principles of injury prevention for dance to personal practices in preparing for dance class and performance.

Dance Georgia Standards of Excellence

Dance Level III Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS3FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Synthesizes musical concepts with self-initiation in instructed and created dance movements and phrases. b. Demonstrates self-initiative in phrasing movements artistically, aesthetically, and musically. 	<p>DHSD3.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. b. Demonstrate initiative in phrasing movements artistically, aesthetically, and musically.
<p>DHS3CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Manipulates the elements of choreography. b. Demonstrates various choreographic forms through personal choreography. c. Demonstrates the use of choreographic form and notation using short combinations. d. Manipulates personal and structured combinations to create an informal dance work. e. Demonstrates and recognizes and variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). 	<p>DHSD3.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Generate original movement phrases from a variety of sources (e.g. instructor-guided and self-guided improvisation). b. Manipulate movement phrases using the elements of choreography. c. Demonstrate various choreographic forms through personal choreography. d. Demonstrate the use of choreographic form and notation using short combinations. e. Manipulate personal and structured combinations to create an informal dance work. f. Demonstrate and recognize a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). <p style="text-align: center;">Changed based on survey responses. Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Level III Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS3CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Recognizes how the use of choreographic structure is used to communicate meaning in a dance. b. Identifies the use of abstract theme through movement. 	<p>DHSD3.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Recognize how the use of choreographic structure is used to communicate meaning in a dance. b. Identify the use of abstract theme through movement.
<p>DHS3RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and critiques the quality of dance performances using specified criteria and appropriate dance terminology. c. Compares and contrasts multiple choreographed works. d. Analyzes and responds to dance compositions. e. Describes aesthetic qualities particular to various styles of dance. f. Proposes ways to revise choreography according to established assessment criteria. g. Defends or justifies the similarities and differences between observing live and recorded dance performances. h. Engages in self-reflection as creator and performer. i. Engages in self-assessment as creator and performer. 	<p>DHSD3.RE.1 Demonstrate critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observe, critique, analyze, and respond to the quality of dance performances and compositions using specified criteria and appropriate dance terminology. c. Compare and contrast multiple choreographed works. d. Describe aesthetic qualities particular to various styles of dance. e. Propose ways to revise choreography according to established assessment criteria. f. Engage in self-reflection and self-assessment as a creator and performer. g. Defend and/or justify the similarities and differences between observing live and recorded dance performances. <p style="text-align: center;">Changed based on survey responses. Reorganized/combined with other standards.</p>

Dance Level III Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS3CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Analyzes the role and significance in dance in social, historical, cultural, and political context. b. Compares and contrasts classical dance form. c. Compares and contrasts theatrical forms of dance. d. Compares and contrasts twentieth century forms of dance. e. Analyzes the development of dance from the Renaissance through the romantic periods focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations. 	<p>DHSD3.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Analyze the role and significance of dance in social, historical, cultural, and political contexts. b. Compare and contrast classical dance forms. c. Compare and contrast theatrical forms of dance. d. Compare and contrast twentieth century forms of dance. e. Analyze the development of dance from the Renaissance through the romantic periods focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations. f. Execute movement from various cultural dance genres. <p>Changed to align with current best practices.</p>
<p>DHS3CO.2 Recognizes connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Compares and contrasts the effects of healthy and unhealthy practices in dance. b. Identifies and explores the capabilities and limitations of the body. c. Explores historical and cultural images of the body in dance and compare these images to images of the body in contemporary media. d. Demonstrates how personal discipline is necessary to achieve success in meeting personal goals. 	<p>DHSD3.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Compare and contrast the effects of healthy and unhealthy practices in dance. b. Identify and explore the capabilities and limitations of the body. c. Explore historical and cultural images of the body in dance and compare these images to images of the body in contemporary media. d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

Dance Georgia Standards of Excellence

Dance Level III Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS3CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores media and technology to promote and critique dance. b. Demonstrates skill in the use of media and technology related to dance performance (e.g. lighting, sound). 	<p>Reorganized/combined with other standards.</p>
<p>DHS3CO.4 Demonstrates and understands dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compares and contrasts dance to other art forms. b. Explores commonalities of essential concepts shared between dance and other subject areas. c. Identifies career possibilities in dance and dance related fields. 	<p>DHSD3.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Compare and contrast dance to other art forms. b. Explore commonalities of essential concepts shared between dance and other subject areas. c. Identify career possibilities in dance and dance related fields. d. Utilize technological tools to discover current trends in the global dance environment. e. Demonstrate skill in the use of media and technology related to dance performance (e.g. lighting, sound).

Dance Georgia Standards of Excellence

Dance Level IV Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS4FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Executes a technically based warm-up related to strength, muscular endurance, and flexibility. b. Executes advanced principles of dance technique with precision. c. Executes focus, control, and coordination in performing complex combinations through the integration of dance elements. d. Refines the ability to transfer weight, change direction and maintain balance without losing focus in a dynamic movement context. e. Synthesizes knowledge of dance vocabulary from multiple sources. 	<p>DHSD4.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <ul style="list-style-type: none"> a. Execute an advanced technique-based warm-up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility. b. Execute advanced principles of dance technique with precision for classroom and performance. c. Execute focus, control, and coordination in performing complex combinations through the integration of dance elements. d. Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. e. Synthesize knowledge of dance vocabulary from codified techniques. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Level IV Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS4FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrates concentration and focus and helps to maintain a respectful performance environment for others. c. Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances. d. Exhibits leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. 	<p>DHSD4.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.</p> <ul style="list-style-type: none"> a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. d. Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer.
<p>DHS4FD.3 Recognizes concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Exhibits use of self-monitoring methods to refine and improve alignment and technical skills. b. Defines and describes the physiological demands of different dance techniques and repertoire and how to prepare for those demands within rehearsals and performances. c. Engages in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness. d. Applies principles of injury prevention for dance to personal practices in preparing for dance class and performance. 	<p>DHSD4.PR.3 Recognize concepts of anatomy and kinesiology in movement.</p> <ul style="list-style-type: none"> a. Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. b. Define, describe, and execute the physiological demands of different dance techniques and repertoire, and how to prepare for those demands within rehearsals and performances. c. Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness. d. Apply principles of injury prevention for dance. <p style="text-align: center;">Changed for clarification.</p>

Dance Georgia Standards of Excellence

Dance Level IV Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS4FD.4 Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> a. Synthesizes musical concepts with self-initiation in instructed and created dance movements and phrases. b. Demonstrates self-initiative in phrasing movements artistically, aesthetically, and musically. 	<p>DHSD4.PR.4 Understand and apply music concepts to dance.</p> <ul style="list-style-type: none"> a. Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. b. Demonstrate initiative in phrasing movements artistically, aesthetically, and musically.
<p>DHS4CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Manipulates the elements of choreography. b. Demonstrates various choreographic forms through both personal and group choreography. c. Demonstrates the use of choreographic form and notation using long combinations. d. Manipulates structured personal and structured group combinations to create a formal dance work. e. Demonstrates a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). 	<p>DHSD4.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Generate original movement phrases from a variety of sources (e.g. instructor and self-guided improvisation). b. Manipulate movement phrases using the elements of choreography. c. Demonstrate various choreographic forms through both personal and group choreography. d. Demonstrate the use of choreographic form and notation using long combinations. e. Manipulate structured personal and group combinations to create a formal dance work. f. Demonstrate a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). <p>Changed to align with current best practices.</p>

Dance Georgia Standards of Excellence

Dance Level IV Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS4CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.</p> <ul style="list-style-type: none"> a. Recognizes how the use of choreographic structure is used to communicate meaning in a dance. b. Identifies and demonstrates the use of theme through movement. c. Demonstrates the use of props as an extension of theme. 	<p>DHSD4.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <ul style="list-style-type: none"> a. Recognize how the use of choreographic structure is used to communicate meaning in a dance. b. Identify and demonstrate the use of theme through movement. c. Demonstrate the use of props as an extension of theme.
<p>DHS4RE.1 Demonstrates critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critiques movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observes and critiques the quality of dance performances using specified criteria and appropriate dance terminology. c. Compares and contrasts multiple choreographed works. d. Analyzes and responds to dance compositions. e. Describes and demonstrates aesthetic qualities particular to various styles of dance. f. Proposes ways to revise choreography according to established assessment criteria. g. Defends or justifies the similarities and differences between observing live and recorded dance performances. h. Engages in self-reflection as creator and performer. i. Engages in self-assessment as creator and performer. 	<p>DHSD4.RE.1 Demonstrate critical and creative thinking in all aspects of dance.</p> <ul style="list-style-type: none"> a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). b. Observe, critique, analyze, and respond to the quality of dance performances and compositions using specified criteria and appropriate dance terminology. c. Compare and contrast multiple choreographed works. d. Describe and demonstrate aesthetic qualities particular to various styles of dance. e. Propose ways to revise choreography according to established assessment criteria. f. Engage in self-reflection and self-assessment as a creator and performer. g. Defend and/or justify the similarities and differences between observing live and recorded dance performances. <p style="text-align: center;">Changed for clarification.</p> <p>Reorganized/combined with other standards.</p>

Dance Level IV Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS4CO.1 Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> a. Analyzes the role and significance of dance in social, historical, cultural, and political context. b. Analyzes the dance style of important twentieth century choreographers. c. Understands similarities and differences between contemporary forms of dance. d. Evaluates the development of dance during the twentieth century and contemporary eras focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors and innovations. 	<p>DHSD4.CN.1 Understand and demonstrate dance throughout history and in various cultures.</p> <ul style="list-style-type: none"> a. Analyze the role and significance of dance in social, historical, cultural, and political contexts. b. Analyze dance styles of important twentieth century choreographers. c. Understand similarities and differences between contemporary forms of dance. d. Evaluate the development of dance during the twentieth century and contemporary eras focusing on the purpose of dance, dance genres, styles, artistic conflicts and resolutions, significant contributors, and innovations. e. Execute movement from various cultural dance genres. <p>Changed to align with current best practices.</p>
<p>DHS4CO.2 Recognizes connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Communicates how life style choices affect the dancer. b. Analyzes the historical and cultural images of the body in dance and compare these to images of the body in contemporary media. c. Discusses challenges facing professional performer in maintaining healthy lifestyles. d. Assesses consequences of personal actions, commitment, and discipline necessary to achieve dance goals. 	<p>DHSD4.CN.2 Recognize connections between dance and wellness.</p> <ul style="list-style-type: none"> a. Communicate how lifestyle choices affect the dancer. b. Analyze the historical and cultural images of the body in dance and compare these to images of the body in contemporary media. c. Discuss challenges facing a performer in maintaining a healthy lifestyle. d. Assess consequences of personal actions, and commitment and discipline necessary to achieve dance goals.

Dance Georgia Standards of Excellence

Dance Level IV Ninth Grade-Twelfth Grade	
Current GPS	GSE
<p>DHS4CO.3 Integrates the use of technology and new media.</p> <ul style="list-style-type: none"> a. Explores technological tools to create and communicate about dance. b. Understands how technology can reinforce, enhance, or alter the dance concept and performance. 	<p>Reorganized/combined with other standards.</p>
<p>DHS4CO.4 Demonstrates and understands dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Understands and demonstrates how media and technology can reinforce, enhance, or alter the dance concept and performance. 	<p>DHSD4.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.</p> <ul style="list-style-type: none"> a. Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting. b. Utilize technological tools to educate and advocate current trends in the global dance environment. c. Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting. <p style="text-align: center;">Changed for clarification.</p>