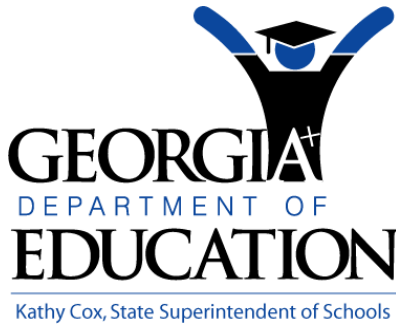


Georgia Department of Education



FINE ARTS EDUCATION

GEORGIA PERFORMANCE STANDARDS

Dance

Preface
Georgia Performance Standards for Fine Arts Education

TABLE of CONTENTS

Section	Page Number/s
I. Introduction	3
II. Definition of Performance Standards	3
III. Benefits of Performance Standards	3
IV. Georgia Performance Standards	4
V. Assessment	4
VI. Application of Standards for Students With Disabilities	4-5
VII. References/Consultants	5

This preface is included for all of the four areas of Fine Arts Education. The Georgia Performance Standards (GPS) for Dance Education begin on page 6.

Georgia Performance Standards for Fine Arts Education

Preface

I. Introduction

During the school year 2008-2009, three committees for advisory, writing, and external review were created for each of the four content areas of fine arts education including dance, music, theatre arts, and visual arts to draft Georgia Performance Standards for Fine Arts Education. The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education, other states' fine arts curriculum standards along with their State Department of Education fine arts specialists and the Regional Educational Laboratory - South East Center (SERVE) all contributed to the resource and research base. Committee members were recommended by school district leadership and other experts in the field of fine arts education. Demographically and geographically, members represented a cross-section of Georgia and included members from business, community, pre-kindergarten, elementary education, secondary education, post-secondary education, and state and national fine arts associations as listed within the standards document for each content area.

The Georgia Performance Standards for Fine Arts are based on The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. The National Standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Association, through a grant administered by The National Association for Music Education (MENC).

II. Definition of Standards:

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction as well as how they will respond to their environment. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

III. Benefits of Performance Standards:

As described in the National Standards for Arts Education, arts education benefits both student and society. The arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

IV. Georgia Performance Standards:

Georgia's performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." Performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which the student understands the standard and can manipulate and apply the information.

Performance standards incorporate the content standard, which simply tells the teacher what a student is expected to know (e.g., what concepts he or she is expected to master) and be able to do. Supporting elements are established and further define and support each content standard. Content standards and elements provide the foundation for developing three additional items: suggested student tasks, sample student work, and teacher commentary on student work.

V. Assessment:

Arts education places a high value on personal insight, individual achievement, and group performance; a broad range of assessment measures is used to assess whether a standard is being met. Because the standards are consensus statements about what an education in the arts should contain, they provide a basis for student assessment and program evaluation. The standards support the arts in the "academic" standing in that mere participation is not the same as education. The standards affirm that discipline and rigor are critical to high academic achievement. Academic achievement, knowledge, and skills can be measured in the arts— if not always on a numerical scale, then by informed critical judgment. Performance-based assessment has long been used in the arts that include the practice of portfolio review in the visual arts and the assessment of performance skills through auditions used in dance, music, and theatre. The content of the standards for the arts attends to creating, performing, and responding which is consistent with and informs the perspective of the National Assessment of Educational Progress (NAEP).

VI. Application of Standards for Students with Disabilities:

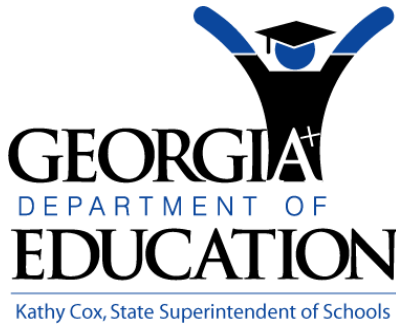
All students deserve access to the rich education and understanding that the arts provide, regardless of their background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. The necessity of assuring that fine arts education services are provided to students with disabilities is in the implementing of the Individuals with Disabilities Education Act (IDEA). The IDEA requires that each child with a disability be afforded the opportunity to participate in the regular fine arts education program available to nondisabled children with specifically designed instruction (adapting, as appropriate, to the needs of the child, the content, methodology, or delivery of instruction) to address the unique needs of the child. Removal of children with disabilities is such that education in the

regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. At this point, special services and programming may be used as an appropriate alternative. Some of the elements supporting the standards may not be developmentally or functionally appropriate for every child with a disability unless accommodations or modifications are implemented. Art educators must be committed and prepared to make appropriate adjustments in the curriculum to meet the unique needs of the learner. Making appropriate modifications to the curriculum to meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment.

VII. References/Consultants:

- The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. New York: Rowan & Littlefield.
- Nancy Carr, Fine Arts Director, California Department of Education
- Linda Lovins, Fine Arts Specialist, Florida Department of Education
- Christie Lynch, Arts Education Consultant, North Carolina Department of Public Instruction
- Deborah Reeve, Executive Director, National Art Education Association

Georgia Department of Education



DANCE EDUCATION

GEORGIA PERFORMANCE STANDARDS

TABLE of CONTENTS
Dance Education: Georgia Performance Standards

Section	Page Number/s
I. Acknowledgements	8-9
• Dance Advisory Committee	
• Dance Writing Committee	
• Dance External Review Committee	
II. Introduction	10-12
III. Georgia Performance Standards for Dance Education	13-48
• Kindergarten	13-15
• First Grade	16-18
• Second Grade	19-21
• Third Grade	22-24
• Fourth Grade	25-27
• Fifth Grade	28-30
• Middle School (Grades 6-8)	31-38
○ Proficient.....	32-34
○ Advanced.....	35-38
• High School (Grades 9-12)	39-50
○ Dance 1.....	39-41
○ Dance 2.....	42-44
○ Dance 3.....	45-47
○ Dance 4.....	48-50

I. Acknowledgements

<u>Name</u>	<u>Committee</u>	<u>Representing</u>
Melissa Dittmar Joy	Facilitator/Consultant	Atlanta Ballet/Brenau University
Brad Abernathy	External Reviewer	Whitfield County
Cary Brague	Advisor/GaDOE	Governor's Honors Program
Cathy Colton	Writer	Marietta City
Anna Maria D'Antonio	Writer	Gwinnett County
Debbie Downer	External Reviewer	Rome City Schools
Andrea Edmonstone	External Reviewer	Fulton County
Dr. Rebecca G.Enghauser	Advisor/Writer	University of Georgia
Robbie Holt	Writer	Muscogee County
Linda Icaza	Advisor	Gwinnett County
Neil Harper	External Reviewer	Haralson County
Vicki Holtsclaw	External Reviewer	Rabun County
Gaye Humphrey	Advisor	Business/ John H. Harland Co.
Jill Hunter	Writer	Rabun County
Joni Johnson	External Reviewer	Glynn County
Dr. Penny Johnson	External Reviewer	Richmond County
Lisa Love	Writer	Dougherty County
Myrna Lubin	Advisor	Woodruff Arts Center Young Audiences
Elise Lynch	Advisor	GaDOE Special Education
Dr. Charne Furcron-Mack	Advisor	Moving in the Spirit
Jean Marks	External Reviewer	Jenkins County
Mary Mazarky	Advisor	GA Dept. of Early Care and Learning
Donna Maye	Writer	DeKalb School of the Arts
Susan Merritt	External Reviewer	Coalition for Arts Education
Celeste Miller	Advisor	Business/Celeste Miller & Co.
Pam Millice	Advisor/External Reviewer	Business/Creating Pride
Tiffany Mingo-Davis	Writer	Atlanta Public Schools (APS)
Claire Mixon	Advisor/External Reviewer	Clarke County
Barbara O'Brien	Advisor/External Reviewer	Business/Georgia Public Broadcasting
Reyna O'Leary	Writer	Gwinnett County
Anne Ostholthoff	Advisor	Business/Executive Dir. Creating Pride
Deborah Ott	Advisor	Georgia Council for the Arts
Tara Perry	Advisor	Woodruff Arts Center
Patricia Reames	External Reviewer	Glynn County
Denise Reeves	Writer/Advisory	Cobb County
Chris Sandow	External Reviewer	Walker County

<u>Name</u>	<u>Committee</u>	<u>Representing</u>
Emily Spann	Advisor	GaDOE Career Technical Agricultural Education
Chiazor Nwabude	Writer	Marietta City
Ronda Price	Writer	Carver School for the Arts (APS)
Cyndy Stephens	Advisor	GA Professional Standards Commission
Robin Suter	Advisor	GA Parent Teacher Association
Lori Teague	Advisor	Emory University
Tiffany Tindall	Writer/Advisor	Cobb County
Whitney Wallenstein	Writer/Advisor	DeKalb County
Eric Wearne	Advisor	GA Office of Student Achievement
Deborah White	Advisor	GA Association of Curriculum and Instructional Supervisors
Dean Williams	Advisor	DeKalb School of the Arts
Connie Wright	Advisor	Gwinnett County
Shelley Yeatman	Advisor	GA Dept. of Early Care and Learning
Micheal Young	External Reviewer	Glynn County

II. DANCE INTRODUCTION

In the 21st century, creative habits of mind and adaptability are vital to a citizen's skill set in any endeavor. The study of the arts is unique among all disciplines in its multifaceted ability to elicit emotion, provoke thought, foster creativity, develop interpersonal awareness, and transcend time, place and language. Dance education plays an increasingly vital role in making manifest these 21st century skills. Dance embodies both process and product and introduces students to a way to discover various systems of investigation and critical thinking.

Dance education begins with addressing the developmental process and sensory integration of the whole child. As the understanding of how the student learns best continues to evolve through research in cognitive neuroscience and related fields, the importance and relevance of the skills and concepts within dance education are underscored. The view that the child is a holistic integration of many interwoven areas within the physical, emotional and cognitive self is further developed through the experience of learning and creating dances and reflecting on and analyzing dance and the creative process. Dance as a curricular subject centered in the arts hones a means of knowing and communicating not otherwise addressed in the K12 curriculum. The many rich areas within dance develop a wide range of skills, such as motor skill development, higher order thinking skills, and collaboration with peers through meaningful, problem solving contexts. Lastly, although correctly considered an autonomous subject area, dance has always been rife with potential connections of its themes, ideas, and concepts to other bodies of knowledge, making for authentic and meaningful learning experiences.

The authors of the Georgia Performance Standards in Dance had as a primary intention the creation of a document that would provide Georgia's dance educators with effective tools reflecting current content and pedagogical knowledge, as well as maintaining and furthering opportunities for pedagogical excellence. It is hoped that these tools will allow teachers to continue to create quality, well-informed, and inspired content in their classrooms, while aligning with national dance standards and contributing vital experiences that, along with other curricular subjects, make a difference in the education of Georgia's students.

Dance education seeks to provide a continuous and sequential dance education for students from kindergarten through the 12th grade; however, due to an inconsistent prevalence of programs throughout each district in Georgia (and in much of the U.S. as well), a student rising to the next grade level or school may or may not have enjoyed the same sequential, continuous curriculum preparation as his or her peers, resulting in a variance of levels within any given class or grade band. Therefore, in these Performance Standards, teachers will find a document that is flexible and adaptable to meet the varying needs of each student.

The Georgia Performance Standards in Dance are organized by domains, standards, and corresponding elements. In congruence with the other Georgia Performance Standards, the dance standards and elements will provide the basis from which sample tasks, student work, and teacher commentary can be developed. The standards are separated by their individual grade levels from kindergarten to grade five. The middle school grades (6-8) are banded, yet delineated by *proficient* and *advanced* levels. High school standards are delineated as Dance 1, Dance 2, Dance 3, and Dance 4. This design provides flexibility for dance teachers so that they may

differentiate instruction within any given class or grade based on a student's prior experiences with dance. It also enables flexibility for the variety of class schedules found in high schools and the mixed grades that occur within the study of dance. There are four overarching domains that organize the standards. These domains are:

Foundations (FD): Fundamental elements, concepts and skills of dance

Creating (CR): The expression of ideas, experiences, feelings, and images

Responding (RE): Reflection, analysis, and evaluation in dance

Connections (CO): Exchanging and relating ideas, experiences, and meanings

There are a total of 11 standards (four in Foundations, two in Creating, one in Responding, and four in Connections), and the subordinating elements further define each of the concepts addressed within the standards. These standards are consistent throughout the grades; however, the elements vary greatly, which provide the appropriate scaffolding, deepening, and increased skill development, concepts, terminologies, and experiences that students will progressively encounter throughout the grades and levels.

The coding system developed for the performance standards in dance will find that each standard has a unique corresponding code made up of numbers and letters. The code includes:

- subject area (dance, delineated by the letter, "D")
- grade level or band (ES = Elementary School, MS = Middle School, HS = High School)
- specific grade levels for the K-5 grades; P or A [P = Proficient, and A = Advanced] for middle school grades, and dance 1-4 for high school grades
- letter abbreviations of the standard's domain (FD = foundations, CR= creating, RE = responding and CO = connections)
- numbering system for the standard within that domain
- the elements supporting the standard denoted by lower case letters

Coding examples include:

The code for the first standard and corresponding element for third grade in the Foundations domain is **D3FD.1. a**

Dance, grade 3, Foundations, Standard 1, Element a

The code for the second middle school standard and corresponding element at the proficient level within the Creating domain is **DMSPCR.2.b**.

Dance, Middle School, Proficient, Creating, Standard 2, Element b

The coding for the fourth standard and corresponding element within the Connections domain for high school, Dance level 4 is **DHS4CO.4.c**

Dance, High School, level 4, Connections, Standard 4, Element c

The Foundations domain includes the areas of creative movement techniques as they manifest in a variety of styles, terminology, knowledge of the science of the body and movement, elements and skills, and music concepts related to dancing.

The Creating domain houses choreographic and improvisational studies, including the tools and concepts for expressing or communicating meaning creatively and artistically through dance making.

The Responding domain involves critical thinking about dance and its process, as well as self analysis and reflection on the processes involved both as a dancer and as a choreographer. In this domain, students deepen their ability to analyze and communicate about dance.

The Connections domain connects dance with wellness, technology, and new media, as well as connecting dance to other subject areas and disciplines, both within and beyond the arts. Connecting to cultural and historical periods through dance is also housed within this domain. Dance is a stand-alone subject area to be studied for its own sake, yet it is also a way of knowing an effective vehicle for connecting bodies of knowledge. The performance standards reflect this autonomy, yet they also provide means to fluidly and meaningfully connect dance to the larger world.

Dance, as both an embodied artistic skill and endeavor, necessitates repetition and revisiting of skills, concepts, and experiences with a scaffolding of complexity from the most fundamental introductory explorations to a more intricate and complex layering and refining of physical skills, artistic expression, as well as higher order thinking. The consistency of the 11 standards that are sustained from kindergarten through twelfth grade was created with this cyclical model of learning in mind. The elements support the standards and provide further contextual details appropriate for each grade or level.

III. DANCE: Georgia Performance Standards

KINDERGARTEN (K)

DANCE

Foundations – Fundamental concepts, principles, and skills

- DKFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- Recognizes basic terminology of creative movement elements (e.g., space, time, force, body)
 - Recognizes, recalls, and executes basic locomotor movements (e.g., walk, run, hop, jump, gallop)
 - 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)
 - Demonstrates body awareness through body parts isolations and connections (e.g., upper-lower, body half, cross-lateral)
 - Demonstrates the difference between personal and general space
 - Demonstrates the ability to perform simple movements in response to oral instruction
- DKFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- Demonstrates attentiveness and full participation and awareness of others in the dance learning environment
 - Demonstrates focus and concentration in the performance of skills
 - Understands the difference between appropriate behaviors in a dance class and those of an audience member and dance observer
- DKFD.3 Understands and applies dance science to movement and dance technique
- Identifies general aspects of the human body applied to dance: “What is a muscle? What is a bone?”
 - 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)
 - Identifies the importance of healthy practices for dance
- DKFD.4 Understands and applies music concepts to dance
- Explores moving to music and responding to changes in tempo and qualities
 - Explores stopping, starting, and changing in response to music and sound

Creating - Expression of ideas, experiences, feelings, and images

- DKCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- Explores working collaboratively with others
 - Identifies and then creates a dance sequence with a beginning, middle, and end
 - Engages in creative exploration of dance elements through structured improvisation and play (e.g., body, space, time, energy)
 - Explores problem solving skills through movement
 - Responds through movement to a variety of stimuli (e.g., scarves, songs, streamers, images)
- DKCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness
 - Recognizes and accurately describes movement and dance elements.
 - Moves expressively to music or other accompaniment (e.g., sound, text)

Response – Reflection, analysis, and evaluation

- DKRE.1 Demonstrates critical and creative thinking in all aspects of dance
- Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)
 - Develops the ability to describe and reflects upon one's own dance as well as another's dance
 - Describes, compares, and contrasts movement elements of dance

Connections – Exchanging and relating ideas, experiences, and meanings

- DKCO.1 Demonstrates and understands dance in various cultures and historical periods
- Explores the role of dance in various cultures
 - Explores “Why we dance”
- DKCO.2 Recognizes connections between dance and wellness
- Explores the principles of a healthy body (e.g., nutrition)
 - Explores safe moving concept
 - Explores essential concepts for individual and group movement
- DKCO.3 Integrates the use of technology and new media
- Explores dance as an art form through the use of media and technology
- DKCO.4 Demonstrates and understands dance as it relates to other areas of knowledge
- Compares and contrasts dance to other art forms
 - Explores commonalities of essential concepts between dance and other subject areas

Foundations – Fundamental concepts, principles, and skills

- D1F.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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
- D1F.2 Understands and models dance etiquette as a classroom participant, performer, and observer.
- 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
- D1F.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- D1F.4 Understands and applies music concepts to dance
- 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

Creating - Expression of ideas, experiences, feelings, and images

- D1CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- 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)

- D1CR.2 Demonstrates an understanding of dance as a way to communicate meaning
- 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)

Response – Reflection, analysis, and evaluation

- D1RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meanings

- D1CO.1 Demonstrates and understands dance in various cultures and historical periods.
- 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?”
- D1CO.2 Demonstrates an understanding of dance as it relates to wellness
- 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
- D1CO.3 Integrates the use of technology and new media
- 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
- D1CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
- a. Compares and contrasts dance to other art forms
 - b. Explores commonalities of essential concepts shared between dance and other subject areas

Foundations – Fundamental concepts, principles, and skills

- D2FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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)
- D2FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- D2FD.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- D2FD.4 Understands and applies music concepts to dance
- 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

Creating - Expression of ideas, experiences, feelings, and images

- D2CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- 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
- D2CR.2 Demonstrates an understanding dance as a way to communicate meaning
- 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)

Response – Reflection, analysis, and evaluation

- D2RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meanings

- D2CO.1 Demonstrates and understands dance in various cultures and historical periods
- 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)
- D2CO.2 Demonstrates an understanding of dance as it relates to wellness
- 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
- D2CO.3 Integrates the use of technology and new media
- 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
- D2CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
- a. Compares and contrasts dance to other art forms
 - b. Explores commonalities of essential concepts shared between dance and other subject areas

Foundation – Fundamental concepts, principles and skills

- D3FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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
- D3FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- D3FD.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- D3FD.4 Understands and applies music concepts to dance
- 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

Creating - Expression of ideas, experiences, feelings, and images

- D3CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- 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
- D3CR.2 Demonstrates an understanding of dance as a way to communicate meaning
- 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)

Response – Reflection, analysis, and evaluation

- D3RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meanings

- D3CO.1 Demonstrates and understands dance in various cultures and historical periods
- a. Explores dances from a personal, community or regional heritage
 - b. Understands the role of dance in 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. Compares and contrasts various dance styles (e.g., ballet, jazz, tap, folk)
- D3CO.2 Demonstrates an understanding of dance as it relates to wellness
- 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

- D3CO.3 Integrates the use of technology and new media
- a. Explores a personal definition of dance as an art form through the use of media and technology
- D3CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
- 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

Foundations – Fundamental concepts, principles, and skills

- D4FD.1 Technique - Identifies and demonstrates movement elements, skills, and terminology in dance
- Participates in warm-up activities that address balance, coordination, and kinesthetic awareness
 - Demonstrates knowledge of introductory dance terminology and fundamental principles of dance technique
 - Demonstrates accuracy, focus, control and coordination in performing and creating varied locomotor sequences performed to music that includes contrasts in tempos and qualities
 - Performs smooth transitions when connecting movements
 - Demonstrates basic use of a prop
- D4FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
 - Demonstrates focus and concentration and self-discipline in the performance of skills
 - Applies knowledge of appropriate behaviors and skills as an audience member and dance observer
- D4FD.3 Recognizes concepts of anatomy and kinesiology in movement
- Recognizes and identifies fundamental landmark muscles, bones, and joints using limited anatomical terminology on one's own body
 - Exhibits alignment and placement both in place and while moving
 - Explores and sequences movement options with body parts, body halves, and the body in planes in space
- D4FD.4 Understands and applies music concepts to dance
- Recognizes difference between meters of 2 or 4 (duple) and 3 (triple)
 - Recognizes different musical styles and genres through listening and dancing to music from various parts of the world
 - Recognizes and identifies principles of musicality in dance

Creating - Expression of ideas, experiences, feelings, and images

- D4CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- Explores and refines partnering skills
 - Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry)
 - 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
- D4CR.2 Demonstrates an understanding of dance as a way to communicate meaning
- 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

Response – Reflection, analysis, and evaluation

- D4RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meanings

- D4CO.1 Demonstrates and understands dance in various cultures and historical periods
- 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)
- D4CO.2 Demonstrates an understanding of dance as it relates to wellness
- 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

- D4CO.3 Integrates the use of technology and new media
- 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
- D4CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
- a. Compares and contrasts dance to other art forms
 - b. Explores commonalities of essential concepts shared between dance and other subject areas

Foundations – Fundamental concepts, principles, and skills

- D5FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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
- D5FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- D5FD.3 Recognizes the anatomical and kinesiology concepts in movement
- 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
- D5FD.4 Understands and applies music concepts to dance
- 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

Creating - Expression of ideas, experiences, feelings, and images

- D5CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- 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

- D5CR.2 Demonstrates an understanding dance as a way to communicate meaning
- 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

Response – Reflection, analysis, and evaluation

- D5RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and

- D5CO.1 Demonstrates and understands dance in various cultures and historical periods
- 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)
- D5CO.2 Demonstrates an understanding of dance as it relates to wellness
- 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
- D5CO.3 Integrates the use of technology and new media
- 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
- D5CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge
- a. Compares and contrasts dance to other art forms
 - b. Explores commonalities of essential concepts shared between dance and other subject areas

Foundations – Fundamental concepts, principles, and skills

- DMSPFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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)
- DMSPFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- DMSPFD.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- DMSPFD.4 Understands and applies music concepts to dance
- 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

Creating – Expression of ideas, experiences, feelings, and images.

- DMSPCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- Explores and refines partnering skills
 - Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry)
 - Applies dance technique principles to the choreographic context
 - Develops versatility through experimentation with various movement approaches
 - Implements the use of props within the choreography
- DMSPCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- Compares and contrasts abstract and literal movement
 - Implements the use of props within the choreography
 - Explores how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance

Response – Reflection, analysis, and evaluation

- DMSPRE.1 Demonstrates critical and creative thinking in all aspects of dance
- Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
 - Observes and critiques dance performances using specified criteria and appropriate dance terminology
 - Develops and communicates personal interpretation of a choreographed work
 - Discusses the experience of performing a choreographed work
 - Describes the similarities and differences between observing live and recorded dance performance
 - Engages in self-reflection as creator and performer
 - Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meanings

- DMSPCO.1 Demonstrates and understands dance in various cultures and historical periods
- Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles
 - Performs folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America
 - Describe the role of dance in at least two different cultures or time periods
 - 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

- DMSPCO.2 Demonstrates an understanding of dance as it relates to wellness
- 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
- DMSPCO.3 Integrates the use of technology and new media
- 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
- DMSPCO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
- 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

Foundations – Fundamental concepts, principles, and skills

- DMSAFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres
 - Compares terminology of various dance styles, and recognizes underlying similarities and differences in use of energy, space, and time
 - 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
 - Demonstrates increased ability and skill to sustain longer and more complex movement sequences with focus, projection, smooth transitions and artistry
 - Refines and corrects movements and movement executions based on constructive feedback (e.g., intrinsic, oral and written corrections, video)
- DMSAFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
 - Demonstrates concentration, focus, and respects the focus of others in the performance of skills
 - Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer
- DMSAFD.3 Recognizes concepts of anatomy and kinesiology in movement
- Identifies common dance injuries and identifies exercises to target muscular imbalances
 - Identifies and applies dance science principles to improve strength, endurance, and flexibility
 - Recognizes the principles of a safe, progressive, sequential order of exercises in a dance technique class
- DMSAFD.4 Understands and applies music concepts to dance
- Applies musical forms (e.g., ABA, fugue, canon) to dance
 - Analyzes different rhythm structures from a variety of music idioms and cultures and applies to appropriate dance styles
 - Demonstrates a basic understanding of musicality
 - Demonstrates musicality while performing and creating dance phrase

Creating – Expression of ideas, experiences, feelings, and images

- DMSACR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- 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)
- DMSACR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- 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

Response – Reflection, analysis, and evaluation

- DMSARE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meaning

- DMSACO.1 Demonstrates and understands dance in various cultures and historical periods
- 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

DMSACO.2 Demonstrates an understanding of dance as it relates to wellness

- 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

DMSACO.3 Integrates the use of technology and new media

- 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

DMSACO.4 Demonstrates and understands dance as it relates to other areas of knowledge

- 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

Foundations – Fundamental concepts, principles, and skills of dance

- DHS1FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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
- DHS1FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- DHS1FD.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- DHS1FD.4 Understands and applies music concepts to dance
- a. Investigates syncopation, polyrhythms counterpoint, and call and response within instructed and created dance phrases
 - b. Phrases movements artistically, aesthetically, and musically

Creating - Expression of ideas, experiences, feelings, and images

- DHS1CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
- Identifies the elements of choreography
 - Discusses ways to document dance choreography (e.g., photography, video, writing computer programs)
 - Manipulates the elements of personal choreography
 - Recognizes a variety of structures or forms (e.g., AB, ABA, canon, call-response, narrative)
- DHS1CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- Recognizes how the use of choreographic structure is used to communicate meaning in a dance
 - Demonstrates the use of theme through movement

Response – Reflection, analysis, and evaluation

- DHS1RE.1 Demonstrates critical and creative thinking in all aspects of dance
- Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
 - Observes and formulates opinions about the quality of dances on the basis of established criteria
 - Engages in self-reflection as creator and performer
 - Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meanings

- DHS1CO.1 Demonstrates and understands dance in various cultures and historical periods
- Describes the similarities and differences in dance movement from various cultures and forms
 - Describes how other arts disciplines are integrated into dance performances
 - Identifies and explores various dance genres and innovations throughout historical time
- DHS1CO.2 Recognizes connections between dance and wellness
- Explains how health and nutrition enhance dance ability
 - Defines the elements of personal safety in dance
 - Demonstrates respect for one's well being and the well being of others
 - Describes how dance builds physical and emotional well being (positive body imaging, physical goals, creative goals, focus/concentration)

- DHS1CO.3 Integrates the use of technology and new media
- 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)

- DHS1CO.4 Demonstrates and understands dance as it relates to other areas of knowledge
- 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

9 – 12 HIGH SCHOOL

DANCE – LEVEL 2 (II)

Foundations – Fundamental concepts, principles, and skills of dance

- DHS2FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- Participates in a technically based warm-up related to strength, muscular endurance, and flexibility
 - Executes intermediate principles of dance technique with clarity and control
 - Executes focus, control, and coordination in performing combination using the elements of dance
 - Executes the transfer of weight, change direction, while maintaining balance
 - Understands dance vocabulary from multiple sources
- DHS2FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
 - Demonstrates concentration and focus and helps to maintain a respectful performance environment for others
 - Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances
 - Exhibits leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer
- DHS2FD.3 Recognizes concepts of anatomy and kinesiology in movement
- Identifies self-monitoring methods to refine and improve alignment and technical skills
 - Identifies similarities and differences between progressive, sequential order of warm-up exercises in various dance styles
 - Applies teacher prompted imagery to increase efficiency of movement
 - Develops personal practices in preparing for dance class and performance
- DHS2FD.4 Understands and applies music concepts to dance
- Demonstrates various kinds of syncopation, polyrhythms and counterpoint, and call and response within instructed and created dance phrases
 - Phrases movements artistically, aesthetically, and musically

Creating - Expression of ideas, experiences, feelings, and images

- DHS2CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
- Explores the elements of choreography
 - 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, canon, call-response, narrative)

- DHS2CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- 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

Responding – Reflection, analysis, and evaluation

- DHS2RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meanings

- DHS2CO.1 Demonstrates and understands dance in various cultures and historical periods
- 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
- DHS2CO.2 Recognizes connections between dance and wellness
- 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
- DHS2CO.3 Integrates the use of technology and new media
- 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

DHS2CO.4 Demonstrates and understands dance as it relates to other areas of knowledge

- 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

Foundations – Fundamental concepts, principles, and skills of dance

- DHS3FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- a. Participates in a 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
- DHS3FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- DHS3FD.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- DHS3FD.4 Understands and applies music concepts to dance
- 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

Creating - Expression of ideas, experiences, feelings, and images

- DHS3CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
- Manipulates the elements of choreography
 - Demonstrates various choreographic forms through personal choreography
 - Demonstrates the use of choreographic form and notation using short combinations
 - Manipulates personal and structured combinations to create an informal dance work
 - Demonstrates and recognizes a variety of structures or forms (e.g., AB, ABA, canon, call-response, narrative)
- DHS3CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.
- Recognizes how the use of choreographic structure is used to communicate meaning in a dance
 - Identifies the use of abstract theme through movement

Responding – Reflection, analysis, and evaluation

- DHS3RE.1 Demonstrates critical and creative thinking in all aspects of dance
- Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
 - Observes and critiques the quality of dance performances using specified criteria and appropriate dance terminology
 - Compares and contrasts multiple choreographed works
 - Analyzes and responds to dance compositions
 - Describes aesthetic qualities particular to various styles of dance
 - Proposes ways to revise choreography according to established assessment criteria
 - Defends or justifies the similarities and differences between observing live and recorded dance performances
 - Engages in self-reflection as creator and performer
 - Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meanings

- DHS3CO.1 Demonstrates and understands dance in various cultures and historical periods.
- Analyzes the role and significance in dance in social, historical, cultural, and political context
 - Compares and contrasts classical dance form
 - Compares and contrasts theatrical forms of dance
 - Compares and contrasts twentieth century forms of dance
 - 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

- DHS3CO.2 Recognizes connections between dance and wellness
- 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
- DHS3CO.3 Integrates the use of technology and new media
- 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)
- DHS3CO.4 Demonstrates and understands dance as it relates to other areas of knowledge
- 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

Foundations – Fundamental concepts, principles, and skills of dance

- DHS4FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- 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
- DHS4FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- 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
- DHS4FD.3 Recognizes concepts of anatomy and kinesiology in movement
- 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
- DHS4FD.4 Understands and applies music concepts to dance
- 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

Creating - Expression of ideas, experiences, feelings, and images

- DHS4CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
- 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, canon, call-response, narrative)
- DHS4CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- 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

Responding – Reflection, analysis, and evaluation

- DHS4RE.1 Demonstrates critical and creative thinking in all aspects of dance
- 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

Connections – Exchanging and relating ideas, experiences, and meanings

- DHS4CO.1 Demonstrates and understands dance in various cultures and historical periods
- 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

DHS4CO.2 Recognizes connections between dance and wellness

- 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

DHS4CO.3 Integrates the use of technology and new media

- a. Explores technological tools to create and communicate about dance
- b. Understands how technology can reinforce, enhance, or alter the dance concept and performance

DHS4CO.4 Demonstrates and understands dance as it relates to other areas of knowledge

- a. Understands and demonstrates how media and technology can reinforce, enhance, or alter the dance concept and performance