

## Grade-by-Grade Fine Arts Content Standards DANCE

### 1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Demonstrate knowledge of how <b>elements of dance</b> are used to communicate meaning</b>	<b>1. Demonstrate knowledge of how <b>elements of dance</b> are used to communicate meaning</b>	<b>1. Demonstrate knowledge of how <b>elements of dance</b> are used to communicate meaning</b>	<b>1. Demonstrate knowledge of how <b>elements of dance</b> are used to communicate meaning</b>	<b>1. Demonstrate knowledge of how <b>elements of dance</b> are used to communicate meaning</b>	
<b>a.</b> Demonstrate selected <b>locomotor</b> and <b>non-locomotor</b> movements that communicate ideas, thoughts, and feelings	<b>a.</b> Identify and demonstrate basic <b>locomotor</b> and <b>non-locomotor</b> movements that communicate ideas, thoughts, and feelings	<b>a.</b> Identify and demonstrate basic and irregular <b>locomotor</b> and <b>non-locomotor</b> movements that communicate ideas, thoughts, and feelings	<b>a.</b> Identify and demonstrate <b>locomotor</b> and <b>non-locomotor</b> movements accurately that communicate ideas, thoughts, and feelings	<b>a.</b> Identify and describe the <b>elements of dance</b> , such as body, space, time, and energy, used in <b>movement sequences</b> that communicate ideas, thoughts, and feelings	
<b>b.</b> Combine selected characteristics of the <b>elements of dance</b> , such as body parts and positions, shapes, levels, energy, fast and slow, and use <b>sensory stimuli</b> to create movement	<b>b.</b> Combine selected characteristics of the <b>elements of dance</b> , such as body parts and positions, shapes, levels, directions, general and personal space, energy, and tempo, and use <b>sensory stimuli</b> to create movement	<b>b.</b> Combine selected characteristics of the <b>elements of dance</b> , such as body parts and positions, shapes, levels, directions, general and personal space, energy, and tempo, and use <b>sensory stimuli</b> to create <b>movement phrases</b>	<b>b.</b> Combine selected <b>elements of dance</b> and use sensory stimuli to create <b>movement patterns</b>	<b>b.</b> Apply the <b>elements of dance</b> and use <b>sensory stimuli</b> to create <b>movement sequences</b>	
<b>2. Demonstrate <b>kinesthetic awareness and technical proficiency in dance movement</b></b>	<b>2. Demonstrate <b>kinesthetic awareness and technical proficiency in dance movement</b></b>	<b>2. Demonstrate <b>kinesthetic awareness and technical proficiency in dance movement</b></b>	<b>2. Demonstrate <b>kinesthetic awareness and technical proficiency in dance movement</b></b>	<b>2. Demonstrate <b>kinesthetic awareness and technical proficiency in dance performance</b></b>	
<b>a.</b> Explore <b>locomotor</b> and <b>non-locomotor</b> movements using <b>kinesthetic awareness</b>	<b>a.</b> Demonstrate <b>locomotor</b> and <b>non-locomotor</b> movements using <b>kinesthetic awareness</b>	<b>a.</b> Demonstrate <b>movement phrases</b> using <b>kinesthetic awareness</b>	<b>a.</b> Demonstrate <b>movement patterns</b> using <b>kinesthetic awareness</b>	<b>a.</b> Perform <b>movement sequences</b> demonstrating <b>kinesthetic awareness</b>	
<b>b.</b> Respond to feedback related to timing while executing <b>locomotor</b> and <b>non-locomotor</b> movements	<b>b.</b> Demonstrate balance and timing in directed movement experiences	<b>b.</b> Execute <b>movement phrases</b> using balance and timing effectively	<b>b.</b> Execute movement patterns using balance and timing effectively	<b>b.</b> Execute <b>movement sequences</b> using balance and timing effectively	

**Grade-by-Grade Fine Arts Content Standards  
DANCE**

**1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	
c. Perform and name selected dance movements	c. Associate selected dance movements with specific dance genres	c. Identify various movements from dance genres representative of world cultures	c. Demonstrate characteristic movements from dance genres representative of world cultures	c. Demonstrate characteristic movements from a minimum of two different genres representative of world cultures	
d. Reproduce movement demonstrated by the teacher	d. Execute memorized movement phrases	d. Execute memorized movement phrases accurately	d. Execute memorized movement patterns accurately	d. Execute memorized movement sequences accurately	
<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	
a. Apply the language of dance to observed movement	a. Apply the language of dance to observed movement from different genres	a. Identify movements in phrases from different genres using the language of dance	a. Identify movement patterns from different genres using the language of dance	a. Identify movement sequences in different dance genres using the language of dance	
b. Explore the uses of dance movements	b. Select specific movements and describe their purposes	b. Select specific movements to explore and explain their purposes	b. Select specific movements from a pattern and explain their purposes	b. Select specific movements in a dance and explain their purposes	

## Grade-by-Grade Fine Arts Content Standards DANCE

### 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Demonstrate knowledge of dances from a variety of cultures</b>	<b>1. Demonstrate knowledge of dances from a variety of cultures</b>	<b>1. Demonstrate knowledge of dances from a variety of cultures</b>	<b>1. Demonstrate knowledge of dances from a variety of cultures</b>	<b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b>	
<b>a.</b> View dances from other cultures	<b>a.</b> View selected dances from a variety of cultures and identify their purposes	<b>a.</b> View and describe selected dances from a variety of cultures and identify their purposes	<b>a.</b> View dances from cultures related to general classroom studies and explain their purposes	<b>a.</b> View dances from cultures related to general classroom studies and explain their purposes	
<b>b.</b> Perform selected traditional dances from various cultures	<b>b.</b> Perform selected traditional dances from various cultures using a variety of formations and partnering	<b>b.</b> Perform selected traditional dances from various cultures using a variety of formations, partnering, and basic dance steps	<b>b.</b> Perform selected traditional dances from various cultures using a variety of formations, partnering, and combinations of dance steps	<b>b.</b> Identify the reasons why people in various cultures dance	
				<b>c.</b> Share a dance experience that has personal meaning	
<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	
<b>a.</b> View and discuss selected contemporary and historical dance styles from other times and places and label them as old or new	<b>a.</b> View and discuss selected contemporary and historical dance styles from other times and places, label them as old or new, and tell why	<b>a.</b> Identify common themes by comparing contemporary and historical dance styles from other times and places	<b>a.</b> Identify similarities and differences in content and form between and among contemporary and historical dance styles from other times and places	<b>a.</b> Describe similarities and differences in content and form between and among contemporary and historical dance styles from other times and places	
<b>b.</b> Create movements that express specific moods	<b>b.</b> Create movements that express contrasting moods	<b>b.</b> Create movements and describe how they can express mood or feeling	<b>b.</b> View dances, create patterns, and describe how each relates to personal experiences	<b>b.</b> View dances and identify ways that choreographers use dance to comment on history, society, and personal experience	
				<b>c.</b> Identify various dance genres	

**Grade-by-Grade Fine Arts Content Standards  
DANCE**

**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	
<b>a.</b> Explore ways line and shape are used in dance and other content areas	<b>a.</b> Explore ways line, shape, time, and movement are used in dance and other content areas	<b>a.</b> Identify and explore ways ideas may be expressed in dance and other content areas	<b>a.</b> Identify and explore <b>themes</b> common to dance and other content areas	<b>a.</b> Identify and interpret <b>themes</b> common to dance and other content areas	
				<b>b.</b> Perform movements that demonstrate relationships between dance and other <b>art forms</b>	

## Grade-by-Grade Fine Arts Content Standards DANCE

### 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Develop the ability to improvise dance</b>	<b>1. Develop the ability to improvise dance</b>	<b>1. Develop the ability to improvise dance</b>	<b>1. Develop the ability to improvise dance</b>	<b>1. Develop the ability to improvise dance</b>	
<b>a.</b> Improvise movements to communicate ideas and concepts in response to a variety of stimuli	<b>a.</b> Improvise movements in response to teacher and self-initiated stimuli	<b>a.</b> Improvise movements in response to sensory stimuli	<b>a.</b> Improvise movements in response to a variety of motivational stimuli	<b>a.</b> Improvise movements in response to selected sensory and motivational stimuli	
<b>b.</b> Use improvisation to link two or more locomotor or non-locomotor movements	<b>b.</b> Improvise variations on given movement patterns through manipulation of body and space	<b>b.</b> Improvise variations on given movement patterns through manipulation of body, space, time, and energy	<b>b.</b> Improvise variations on given short movement sequences through manipulation of body, space, time, and energy	<b>b.</b> Improvise variations on given individual dance studies through manipulation of body, space, time, and energy	
<b>c.</b> Communicate ideas from stories, poems, or songs, using improvisation	<b>c.</b> Interpret ideas from stories, poems, or songs, using improvisation	<b>c.</b> Use improvisation to communicate personal ideas or experiences through movement by manipulating body, time, space, and energy	<b>c.</b> Improvise short movement sequences that communicate themes from stories, poems, and songs by emphasizing at least one element of dance	<b>c.</b> Improvise dance studies individually to communicate personal ideas or experiences by emphasizing two or more elements of dance	
<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	
<b>a.</b> Communicate movement ideas using the elements of dance	<b>a.</b> Communicate movement ideas using combinations of the elements of dance	<b>a.</b> Communicate movement ideas using combinations and variations of the elements of dance	<b>a.</b> Manipulate the elements of dance to communicate the same idea or concept in a variety of ways	<b>a.</b> Create individual dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings	

## Grade-by-Grade Fine Arts Content Standards DANCE

### 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	<b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b>	
<b>b.</b> Demonstrate movement effects using repetition	<b>b.</b> Demonstrate movement effects using repetition and sequence	<b>b.</b> Demonstrate movement effects using repetition, sequence, and contrast	<b>b.</b> Demonstrate movement effects using repetition, sequence, contrast, and unity	<b>b.</b> Demonstrate a variety of movement effects using repetition, sequence, contrast, unity, balance, and proportion	
<b>c.</b> Use dance movement to tell stories	<b>c.</b> Use choreographic forms, such as narrative and <b>theme and variation</b> , to communicate ideas through dance movement	<b>c.</b> Use choreographic forms, such as <b>narrative, theme and variation</b> , and <b>ABA</b> , to communicate ideas through dance movement	<b>c.</b> Use choreographic forms, such as <b>narrative, theme and variation, ABA</b> , and <b>AB</b> , to communicate ideas through dance movement	<b>c.</b> Use choreographic forms, such as <b>narrative, theme and variation, ABA, AB, canon</b> , and <b>call-and-response</b> , to communicate ideas through dance movement	
<b>3. Develop knowledge and execution of performance competencies in dance</b>	<b>3. Develop knowledge and execution of performance competencies in dance</b>	<b>3. Develop knowledge and execution of performance competencies in dance</b>	<b>3. Develop knowledge and execution of performance competencies in dance</b>	<b>3. Develop knowledge and execution of performance competencies in dance</b>	
<b>a.</b> Recognize how specific <b>performance competencies</b> , such as maintaining formation, maintaining personal space, entrance and exit, affect dance presentation	<b>a.</b> Describe how awareness of space affects dance presentation	<b>a.</b> Explain how awareness of space and physical discipline affect dance presentations	<b>a.</b> Explain how awareness of space, physical discipline, and concentration affect dance presentations	<b>a.</b> Explain how consistent application of <b>performance competencies</b> and <b>technical proficiency</b> are essential in dance rehearsals and performances	
<b>b.</b> Complete simple dances from beginning to end, following cues or models	<b>b.</b> Complete simple dances from beginning to end incorporating an awareness of space in relationship to other dancers and the performance area	<b>b.</b> Perform simple dances from beginning to end incorporating awareness of space and physical discipline	<b>b.</b> Perform simple dances from beginning to end incorporating awareness of space, physical discipline, and concentration	<b>b.</b> Execute movement with technical proficiency and demonstrate performance competencies	

## Grade-by-Grade Fine Arts Content Standards DANCE

### 4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Identify and apply criteria to evaluate choreography and performance</b>	<b>1. Identify and apply criteria to evaluate choreography and performance</b>	<b>1. Identify and apply criteria to evaluate choreography and performance</b>	<b>1. Identify and apply criteria to evaluate choreography and performance</b>	<b>1. Identify and apply criteria to evaluate choreography and performance</b>	
<b>a.</b> Recognize and describe locomotor and non-locomotor movements in dance performances	<b>a.</b> Recognize and describe selected aesthetic principles, such as repetition, unity, variety, and sequence, in dance performances	<b>a.</b> Recognize and describe selected choreographic forms, such as narrative, call-and-response, and canon, in dance performances	<b>a.</b> Recognize and describe selected performance competencies, such as awareness of space and concentration, in dance performances	<b>a.</b> Recognize and describe selected aesthetic principles, such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast, in dance performances	
<b>b.</b> Recognize selected characteristics of the elements of dance, such as body parts and positions, shapes and levels, and tempo, in performances	<b>b.</b> Recognize selected characteristics of the elements of dance, such as body parts and positions, shapes and levels, tempo, directions, general and personal space, and percussive and sustained energy, in performances	<b>b.</b> Recognize and describe the elements of dance in observed performances	<b>b.</b> Describe how the elements of dance are combined in observed performances to create mood or communicate concepts	<b>b.</b> Identify criteria that might be used to critique personal performances, both improvised and choreographed, and the performances of others	
<b>c.</b> Demonstrate audience behaviors that are respectful of the performers	<b>c.</b> Identify conventions of audience etiquette and how they relate to dance performances	<b>c.</b> Identify conventions of audience etiquette and how they relate to dance performances in a variety of venues	<b>c.</b> Identify conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings	<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings	
				<b>d.</b> Identify how the elements of dance, aesthetic principles, choreographic forms, and performance competencies affect audience response	
				<b>e.</b> Describe sources of ideas for personal performances, improvisations, and choreography	

## Grade-by-Grade Fine Arts Content Standards DANCE

### 1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Identify and describe the elements of dance, such as body, space, time, and energy, used in movement sequences that communicate ideas, thoughts, and feelings</p> <p>b. Apply the elements of dance and use sensory stimuli to create movement sequences</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Explain how the elements of dance are used to communicate ideas, thoughts, and feelings in movement sequences</p> <p>b. Demonstrate accurately movement sequences that use the elements of dance to interpret motivational stimuli</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Explain ways the elements of dance can be manipulated to change ideas, thoughts, and feelings communicated in movement sequences</p> <p>b. Demonstrate accurately movement sequences that use the elements of dance to interpret literal ideas</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Compare ways the elements of dance are manipulated by different choreographers to communicate similar meaning</p> <p>b. Demonstrate accurately dance studies that use the elements of dance to interpret non-literal ideas</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Interpret the meaning of a variety of dance studies and compare how the elements of dance are used to communicate meaning</p> <p>b. Incorporate the elements of dance to develop dance studies that interpret abstract ideas and concepts</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Analyze various dances to determine how the elements of dance are used to communicate meaning</p> <p>b. Incorporate the elements of dance to develop dances that interpret a variety of stimuli</p>
<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Perform movement sequences demonstrating kinesthetic awareness</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Identify the relationship between technical proficiency and physical attributes</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Identify and explain the relationship between technical proficiency and physical attributes</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Demonstrate physical attributes, such as alignment, placement, flexibility, and endurance, that contribute to technical proficiency in performance</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Demonstrate physical attributes, such as alignment, placement, flexibility, endurance, balance, articulation, and timing, that contribute to technical proficiency in performance</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Demonstrate physical attributes, such as alignment, placement, flexibility, endurance, balance, articulation, timing, power, speed, and strength, that contribute to technical proficiency in performance</p>



## Grade-by-Grade Fine Arts Content Standards DANCE

### 1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>	<b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b>
<b>b.</b> Execute <b>movement sequences</b> using balance and timing effectively	<b>b.</b> Demonstrate the physical attributes of balance, timing, strength, and speed in <b>movement sequences</b>	<b>b.</b> Demonstrate the physical attributes of balance, timing, strength, speed, flexibility, and agility in <b>movement sequences</b>	<b>b.</b> Perform consistently basic <b>dance skills</b> with <b>technical proficiency</b>	<b>b.</b> Perform consistently a variety of <b>dance skills</b> with <b>technical proficiency</b>	<b>b.</b> Perform consistently more complex <b>dance skills</b> with <b>technical proficiency</b>
<b>c.</b> Demonstrate characteristic movements from a minimum of two different <b>genres</b> representative of <b>world cultures</b>	<b>c.</b> Perform characteristic movements from a minimum of three different <b>genres</b> representative of <b>world cultures</b>	<b>c.</b> Identify origins and perform characteristic <b>movement sequences</b> from a minimum of three different dance <b>genres</b> representative of <b>world cultures</b>	<b>c.</b> Perform accurately and describe characteristics and origins of <b>movement sequences</b> from a minimum of three dance <b>genres</b> representative of <b>world cultures</b>	<b>c.</b> Perform accurately and describe characteristics of dances from a minimum of three dance <b>genres</b> representative of <b>world cultures</b>	<b>c.</b> Perform with technical proficiency and compare characteristic dances from a minimum of three dance <b>genres</b> representative of <b>world cultures</b>
<b>d.</b> Execute memorized <b>movement sequences</b> accurately	<b>d.</b> Execute memorized <b>dance studies</b> accurately	<b>d.</b> Execute memorized <b>dance studies</b> accurately	<b>d.</b> Reproduce memorized <b>dances</b> accurately	<b>d.</b> Reproduce memorized <b>dances</b> accurately	<b>d.</b> Reproduce memorized <b>dances</b> accurately
			<b>e.</b> Identify <b>healthful physical behaviors</b> for dancers	<b>e.</b> Explain <b>healthful physical behaviors</b> for dancers	<b>e.</b> Explain ways <b>healthful physical behaviors</b> for dancers enhance <b>physical attributes</b> and <b>technical proficiency</b>
<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>	<b>3. Respond to dance through observation, experience, and analysis</b>
<b>a.</b> Identify <b>movement sequences</b> in different dance <b>genres</b> using the <b>language of dance</b>	<b>a.</b> Describe <b>movement sequences</b> in a minimum of three different dance <b>genres</b> using the <b>language of dance</b>	<b>a.</b> Compare <b>movement sequences</b> in a minimum of three different dance <b>genres</b> using the <b>language of dance</b>	<b>a.</b> Identify <b>physical attributes</b> required by dances representative of diverse <b>genres</b> and <b>world cultures</b> using the <b>language of dance</b>	<b>a.</b> Compare the <b>physical attributes</b> required by <b>dances</b> representative of diverse <b>genres</b> and <b>world cultures</b> using the <b>language of dance</b>	<b>a.</b> Analyze <b>physical attributes</b> and <b>technical proficiency</b> required by <b>dances</b> representative of diverse <b>genres</b> and <b>world cultures</b> using the <b>language of dance</b>
<b>b.</b> Select specific movements in a dance and explain their purposes	<b>b.</b> Explain the purpose and meaning of specific movements in selected dances	<b>b.</b> Explain the purpose and meaning of specific movements in a variety of dances	<b>b.</b> Identify <b>dance skills</b> and <b>movement sequences</b> that improve <b>technical proficiency</b>	<b>b.</b> Describe and perform <b>dance skills</b> and <b>movement sequences</b> that improve <b>technical proficiency</b>	<b>b.</b> Analyze and perform <b>dance skills</b> and <b>movement sequences</b> to improve personal <b>technical proficiency</b>

## Grade-by-Grade Fine Arts Content Standards DANCE

### 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b>	<b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b>	<b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b>	<b>1. Compare the contexts of dances from a variety of cultures</b>	<b>1. Compare the contexts of dances from a variety of cultures</b>	<b>1. Compare the contexts of dances from a variety of cultures</b>
<b>a.</b> View dances from cultures related to general classroom studies and explain their purposes	<b>a.</b> Perform and explain the meaning of dances from cultures related to general classroom studies	<b>a.</b> Perform and identify similarities between dances from cultures related to general classroom studies	<b>a.</b> Research, perform, and compare dances of several cultures related to general classroom studies	<b>a.</b> Research, perform, and describe the form and content of traditional dances from a variety of cultures	<b>a.</b> Research, perform, and analyze the form, content, and meaning of traditional dances from a variety of cultures
<b>b.</b> Identify the reasons why people in various cultures dance	<b>b.</b> Explain the reasons why people in various cultures dance	<b>b.</b> Explain the roles of dance in several cultures	<b>b.</b> Explain the influences of dance on the peoples of several cultures	<b>b.</b> Explain how societies in a variety of cultures view dance	<b>b.</b> Compare the significant roles and functions of dance in a variety of cultures
<b>c.</b> Share a dance experience that has personal meaning	<b>c.</b> Share a personal dance experience from a specific culture	<b>c.</b> Identify connections between various cultures and personal dance experiences	<b>c.</b> Identify ways various cultures and peoples are connected through dance experiences	<b>c.</b> Explain how various cultures and people are connected through dance experiences	<b>c.</b> Compare how various cultures and peoples are connected through dance experiences
<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Explain how dance reflects and influences history, society, and personal experience</b>	<b>2. Explain how dance reflects and influences history, society, and personal experience</b>	<b>2. Explain how dance reflects and influences history, society, and personal experience</b>
<b>a.</b> Describe similarities and differences in content and form between and among contemporary and historical dance styles from other times and places	<b>a.</b> Identify relationships between historical events and major developments in dance	<b>a.</b> Identify relationships between societal events and major events in dance	<b>a.</b> Explain historical events that influenced the development of dance forms, styles, and genres	<b>a.</b> Explain societal events that influenced the development of dance forms, styles, and genres	<b>a.</b> Explain how major developments in dance are related to historical events, societal events, and the people of various cultures
<b>b.</b> View dances and identify ways that choreographers use dance to comment on history, society, and personal experience	<b>b.</b> Explain how dance relates to individual expression	<b>b.</b> Explain how historical and social roles of dance relate to individual expression	<b>b.</b> Describe ways dance is used for individual, cultural, and social expression throughout history	<b>b.</b> Describe ways dance is used for individual, cultural, and social expression today	<b>b.</b> Compare or analyze how choreographers use various dance genres for individual, cultural, and social expression

**Grade-by-Grade Fine Arts Content Standards**  
**DANCE**

**2.0 Historical, Cultural, and Social Context – Students will demonstrate an understanding of dance as an essential aspect of history and human experience.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Relate dance to history, society, and personal experience</b>	<b>2. Explain how dance reflects and influences history, society, and personal experience</b>	<b>2. Explain how dance reflects and influences history, society, and personal experience</b>	<b>2. Explain how dance reflects and influences history, society, and personal experience</b>
c. Identify various dance <b>genres</b>	c. Identify characteristics and origins of various dance <b>genres</b>	c. Identify characteristics and origins of various dance <b>genres</b>	c. Describe characteristics and origins of various dance <b>genres</b> within and among a variety of <b>cultures</b>	c. Describe characteristics and origins of various <b>forms, styles,</b> and dance <b>genres</b> within and among a variety of <b>cultures</b>	c. Compare characteristics and origins of various <b>forms, styles,</b> and dance <b>genres</b> within and among a variety of <b>cultures</b>
<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b>	<b>3. Explain commonalities of content and process among the arts, humanities, and sciences</b>	<b>3. Explain commonalities of content and process among the arts, humanities, and sciences</b>	<b>3. Explain commonalities of content and process among the arts, humanities, and sciences</b>
a. Identify and interpret <b>themes</b> common to dance and other content areas	a. Demonstrate a variety of <b>themes</b> and ideas common to dance and other <b>art forms</b>	a. Identify <b>themes</b> and ideas common to dance and other forms of <b>human expression</b>	a. Describe <b>themes</b> and ideas common to dance and other forms of human expression	a. Identify <b>themes,</b> ideas, and issues common to dance, other art forms, the humanities, and sciences	a. Describe <b>themes,</b> ideas, and issues common to dance, other art forms, the humanities, and sciences
b. Perform movements that demonstrate relationships between dance and other art forms	b. Demonstrate ways in which the knowledge and skills of another content area are related to those of dance	b. Demonstrate ways in which the knowledge and skills of other content areas are related to those of dance	b. Identify ways in which the knowledge, skills, and processes of other content areas are related to those of dance	b. Describe ways in which the knowledge, skills, and processes of other content areas are related to those of dance	b. Analyze ways in which the knowledge, skills, and processes of other content areas are related to those of dance
	c. Select and perform <b>movement sequences</b> that show relationships between dance and other art forms	c. Perform and explain <b>movement sequences</b> that demonstrate relationships between dance and other art forms	c. Create <b>dance studies</b> that demonstrate relationships between dance and other art forms	c. Create and explain <b>dance studies</b> that demonstrate relationships between dance and other content areas	c. Create and analyze <b>movement sequences</b> that demonstrate relationships between dance and other content areas

**Grade-by-Grade Fine Arts Content Standards**  
**DANCE**

**3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Develop the ability to improvise dance</b></p> <p><b>a. Improvise</b> movements in response to selected <b>sensory</b> and <b>motivational stimuli</b></p> <p><b>b. Improvise</b> variations on given <b>individual dance studies</b> through manipulation of <b>body, space, time, and energy</b></p> <p><b>c. Improvise dance studies</b> individually to communicate personal ideas or experiences by emphasizing two or more <b>elements of dance</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p><b>a. Improvise</b> movements in response to several <b>sensory</b> and <b>motivational stimuli</b></p> <p><b>b. Communicate</b> ideas, thoughts, and feelings using <b>improvisation</b></p> <p><b>c. Improvise dance studies</b> individually and with a partner</p>	<p><b>1. Develop the ability to improvise dance</b></p> <p><b>a. Improvise short movement sequences</b> in response to a variety of <b>sensory</b> and <b>motivational stimuli</b></p> <p><b>b. Communicate</b> concepts using <b>improvisation</b></p> <p><b>c. Improvise dance studies</b> individually and in small groups</p>	<p><b>1. Develop the ability to improvise dance</b></p> <p><b>a. Improvise movement sequences</b> in response to a variety of <b>sensory</b> and <b>motivational stimuli</b></p> <p><b>b. Communicate narrative ideas</b> using <b>improvisation</b></p> <p><b>c. Demonstrate and describe</b> the <b>improvisational process</b> used to create dances</p>	<p><b>1. Develop the ability to improvise dance</b></p> <p><b>a. Improvise dance studies</b> in response to a variety of <b>sensory</b> and <b>motivational stimuli</b></p> <p><b>b. Communicate literal and non-literal ideas</b> using <b>improvisation</b></p> <p><b>c. Create dances</b> individually and with a partner using the <b>improvisational process</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p><b>a. Improvise dance studies</b> in response to a variety of <b>sensory</b> and <b>motivational stimuli</b></p> <p><b>b. Communicate abstract concepts</b> using <b>improvisation</b></p> <p><b>c. Create dances</b> individually and in groups using the <b>improvisational process</b></p>

**Grade-by-Grade Fine Arts Content Standards  
DANCE**

**3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to select and combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to select and combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to select and combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>
<b>a.</b> Create individual <b>dance studies</b> that integrate the <b>elements of dance</b> , <b>choreographic forms</b> , and <b>aesthetic principles</b> to communicate ideas, thoughts and feelings	<b>a.</b> Create individual and partner <b>dance studies</b> that integrate the <b>elements of dance</b> , <b>choreographic forms</b> , and <b>aesthetic principles</b> to communicate ideas, thoughts, and feelings	<b>a.</b> Create group <b>dance studies</b> that integrate the <b>elements of dance</b> , <b>choreographic forms</b> , and <b>aesthetic principles</b> to communicate ideas, thoughts, feelings, and concepts	<b>a.</b> Select <b>elements of dance</b> to convey ideas and concepts	<b>a.</b> Combine and modify the <b>elements of dance</b> to convey ideas and concepts	<b>a.</b> Manipulate the <b>elements of dance</b> to convey similar and contrasting ideas and concepts
<b>b.</b> Use <b>repetition</b> , <b>sequence</b> , <b>contrast</b> , <b>unity</b> , <b>balance</b> , and <b>proportion</b> to vary movement	<b>b.</b> Use <b>repetition</b> , <b>sequence</b> , <b>contrast</b> , <b>unity</b> , <b>balance</b> , <b>proportion</b> , <b>climax</b> , and <b>transition</b> to vary movement	<b>b.</b> Use <b>repetition</b> , <b>sequence</b> , <b>contrast</b> , <b>unity</b> , <b>balance</b> , <b>proportion</b> , <b>climax</b> , <b>transition</b> , <b>harmony</b> , and <b>variety</b> to vary movement	<b>b.</b> Select <b>aesthetic principles</b> to vary the performance of <b>movement ideas</b>	<b>b.</b> Combine <b>aesthetic principles</b> to modify the performance of <b>movement ideas</b>	<b>b.</b> Manipulate <b>movement ideas</b> using <b>aesthetic principles</b> as criteria for revision

## Grade-by-Grade Fine Arts Content Standards DANCE

### 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>	<b>2. Develop the ability to combine the <b>elements</b>, <b>aesthetic principles</b>, and <b>choreographic forms</b> of dance to communicate meaning</b>
c. Use <b>choreographic forms</b> , such as <b>narrative</b> , <b>theme and variation</b> , <b>ABA</b> , <b>AB</b> , <b>canon</b> , and <b>call-and-response</b> , to communicate ideas through dance movement	c. Use <b>choreographic forms</b> , such as <b>narrative</b> , <b>theme and variation</b> , <b>ABA</b> , <b>AB</b> , <b>canon</b> , <b>call-and-response</b> , and <b>ground bass</b> , to communicate ideas through dance movement	c. Use <b>choreographic forms</b> , such as <b>narrative</b> , <b>theme and variation</b> , <b>ABA</b> , <b>AB</b> , <b>canon</b> , <b>call-and-response</b> , <b>ground bass</b> , <b>rondo</b> , and <b>collage</b> , to communicate ideas through dance movement	c. Create <b>movement sequences</b> by selecting and using <b>choreographic forms</b> to support ideas or <b>themes</b>	c. Create <b>dance studies</b> to convey ideas or themes using selected choreographic forms	c. Create dances by selecting and applying <b>choreographic forms</b> to communicate meaning
			d. Create <b>movement sequences</b> using selected <b>elements</b> , <b>aesthetic principles</b> , and <b>choreographic forms</b> of dance	d. Organize <b>dance studies</b> by combining <b>elements</b> , <b>aesthetic principles</b> , and <b>choreographic forms</b>	d. Organize dances by combining <b>elements</b> , <b>aesthetic principles</b> , and <b>choreographic forms</b>
<b>3. Develop knowledge and execution of <b>performance competencies</b> in dance</b>	<b>3. Develop knowledge and execution of <b>performance competencies</b> in dance</b>	<b>3. Develop knowledge and execution of <b>performance competencies</b> in dance</b>	<b>3. Apply <b>performance competencies</b> in dance</b>	<b>3. Apply <b>performance competencies</b> in dance</b>	<b>3. Apply <b>performance competencies</b> in dance</b>
a. Explain how consistent application of <b>performance competencies</b> and <b>technical proficiency</b> are essential in dance rehearsals and performances	a. Exhibit <b>awareness of space</b> , <b>concentration</b> , <b>physical discipline</b> , and <b>projection</b> in rehearsals and dance performances	a. Exhibit <b>awareness of space</b> , <b>concentration</b> , <b>physical discipline</b> , <b>projection</b> , and <b>clarity</b> in rehearsals and dance performances	a. Demonstrate consistent application of <b>performance competencies</b> , such as of <b>awareness of space</b> , <b>physical discipline</b> , and <b>concentration</b> in rehearsals and dance performances	a. Demonstrate consistent application of <b>performance competencies</b> , such as of <b>awareness of space</b> , <b>physical discipline</b> , <b>concentration</b> , and <b>projection</b> in rehearsals and dance performances	a. Demonstrate consistent application of <b>performance competencies</b> , such as of <b>awareness of space</b> , <b>physical discipline</b> , <b>concentration</b> , <b>projection</b> , and <b>clarity</b> in rehearsals and dance performances
b. Execute movement with <b>technical proficiency</b> and demonstrate <b>performance competencies</b>					

## Grade-by-Grade Fine Arts Content Standards DANCE

### 4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Identify and apply criteria to analyze choreography and performance</b>	<b>1. Identify and apply criteria to analyze choreography and performance</b>	<b>1. Identify and apply criteria to analyze choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>
<b>a.</b> Recognize and describe selected aesthetic principles, such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast	<b>a.</b> Recognize and describe selected choreographic forms, such as narrative, call-and-response, canon, ABA, theme and variation, AB, and rondo, in dance performances	<b>a.</b> Recognize and describe selected performance competencies, such as awareness of space, concentration, projection, and clarity, in dance performances	<b>a.</b> Analyze dance performances using the elements of dance, aesthetic principles, choreographic forms, and performance competencies as criteria to determine structure	<b>a.</b> Interpret dance performances using the elements of dance, aesthetic principles, choreographic forms, and performance competencies as criteria to determine meaning or intent	<b>a.</b> Critique dance performances using the elements of dance, aesthetic principles, choreographic forms, and performance competencies as criteria to determine aesthetic value
<b>b.</b> Identify criteria that might be used to critique personal performances, improvised and choreographed, and the performances of others	<b>b.</b> Describe criteria that might be used to critique personal performances, improvised and choreographed, and the performances of others	<b>b.</b> Use given criteria to critique personal performances, improvised and choreographed, and the performances of others	<b>b.</b> Select and use criteria to critique personal performances, improvised and choreographed, and the performances of others	<b>b.</b> Defend the selection of criteria used to critique personal performances, improvised and choreographed, and the performances of others	<b>b.</b> Formulate and use multiple sets of criteria to critique personal performances, improvised and choreographed, and the performances of others
<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings	<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and setting	<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings	<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings	<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings	<b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings

**Grade-by-Grade Fine Arts Content Standards  
DANCE**

**4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>	<b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b>
<b>d.</b> Identify how the elements of dance, aesthetic principles, choreographic forms, and performance competencies affect audience response	<b>d.</b> Explain how performance competencies affect audience response	<b>d.</b> Explain how performance competencies and the elements of dance affect audience response	<b>d.</b> Explain how performance competencies, the elements of dance, and choreographic forms affect audience response	<b>d.</b> Explain how performance competencies, the elements of dance, choreographic forms, and aesthetic principles affect audience response.	<b>d.</b> Analyze how performance competencies, the elements of dance, choreographic forms, and aesthetic principles affect audience response
<b>e.</b> Describe sources of ideas for personal performances, improvisations, and choreography	<b>e.</b> Describe how selection of the elements of dance and choreographic forms affects personal performances, improvisations, and choreography	<b>e.</b> Describe how the selection of aesthetic principles affects personal performances, improvisations, and choreography	<b>e.</b> Describe how aesthetic decision-making affects personal performances, improvisations, and choreography	<b>e.</b> Explain the creative process and the ways in which artistic choices affect how personal performances, improvisations, and choreography evolve over time	<b>e.</b> Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography