

<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>Personal Choice and Vision:</b> Students construct and solve problems of personal relevance and interest when expressing themselves through dance.</p> <p><b>Critical and Creative Thinking:</b> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dances in conventional and innovative ways and understand the dances created and performed by others.</p> <p><b>Authentic Application and Collaboration:</b> Students work individually and in groups to focus ideas and create and perform dances to address genuine local and global community needs.</p> <p><b>Literacy:</b> As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.</p>			 <p><b>2012 Dance Standards</b> <b>GRADES K- 1 - 2</b></p>	
<p><b>PROGRESS POINTS</b></p>	<p><b>Students will, at the appropriate developmental level:</b></p> <ul style="list-style-type: none"> <li>A. Recognize that people from various times and cultures value and enjoy dancing, making dances and reflecting on dances as distinct human endeavors.</li> <li>B. Explore a range of dance concepts, genres, forms and styles to construct meaning.</li> <li>C. Connect kinesthetic awareness and dance making with individual choice and personal cultural identity.</li> <li>D. Produce informal and formal dances that express experiences, imagination and ideas.</li> <li>E. Use their own developing language and dance vocabulary to form and express opinions.</li> </ul>				
<p><b>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</b></p>	<p><b>PERCEIVING/KNOWING (PE)</b> <i>Listen, observe, move, attend to, discriminate. . .</i></p>	<p><b>PRODUCING/PERFORMING (PR)</b> <i>Create, compose, improvise, use &amp; master skills. . .</i></p>	<p><b>RESPONDING/REFLECTING (RE)</b> <i>Make connections, reconsider, question, self-assess. . .</i></p>		
<p><b>CONTENT STATEMENTS</b></p> <p><b>K</b></p>	<p>1PE Demonstrate curiosity and engagement with the dances they observe and experience.</p> <p>2PE Observe and explore dance forms from various cultures.</p> <p>3PE Demonstrate awareness of moving safely within personal and general space.</p> <p>4PE Identify and name basic concepts used in dance.</p> <p>5PE Observe dances and dancers and share what they see using words, pictures or movements.</p> <p>6PE Name and point out basic dance elements, subject matter and movements in dances they create and view.</p> <p>7PE Describe the meaning of the movements and shapes made in space.</p>	<p>1PR Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning.</p> <p>2PR Explore movement ideas for dance-making based on observation, memory, imagination and experience.</p> <p>3PR Explore, select and combine dance concepts and improvisational elements to communicate subject matter in dance-making.</p> <p>4PR Explore and combine rhythmic play in movement sequencing, problem-solving and to construct meaning.</p> <p>5PR Engage in and learn developmentally appropriate cultural dances.</p> <p>6PR Explore structured improvisations and movement sequences that explore a central theme across disciplines.</p>	<p>1RE Demonstrate awareness of their dance movements and ideas for generating them.</p> <p>2RE Communicate ideas, stories and personal experiences they see in dances performed using their own developing language.</p> <p>3RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>4RE Demonstrate social skills when collaborating with peers to create and perform dances.</p> <p>5RE Recognize that people have different opinions and responses to works of art.</p> <p>6RE Show confidence and pride in their artistic accomplishments.</p> <p>7RE Recognize dancing as a tool for healthful living.</p>		
<p><b>1</b></p>	<p>1PE Recognize and use descriptive language when engaging in conversations about their dance experiences.</p> <p>2PE Recognize the similarities and differences between dance forms.</p> <p>3PE Observe a culturally representative dance and describe the visual, kinetic and expressive elements.</p> <p>4PE Explore ways to use their imaginations when engaged in dance-making.</p> <p>5PE Recognize and talk about how dancing can build coordination and memory.</p> <p>6PE Describe what a choreographer does and find examples of dances by choreographers in their school or community.</p> <p>7PE Describe different ways that movements shaped into dance depict feelings and emotions.</p>	<p>1PR Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape and movement quality to construct and express personal meaning.</p> <p>2PR Create and perform a memorized movement sequence with a clear beginning, middle and end.</p> <p>3PR Play creatively with rhythm games.</p> <p>4PR Cooperate with others to make decisions during a dance activity.</p> <p>5PR Learn developmentally appropriate cultural dances.</p> <p>6PR Explore movement to create images using words, sound and music.</p> <p>7PR Explore and use a range of subject matter to create original dance improvisations and dances.</p>	<p>1RE Assess their own learning in dance and express ways to improve it.</p> <p>2RE Share their dance-making processes with one another.</p> <p>3RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>4RE Demonstrate responsibility and social skills when collaborating with peers.</p> <p>5RE Share their ideas about dances they observe and tell what they think the work was about.</p> <p>6RE Discuss how dance can help people communicate.</p> <p>7RE Recognize and discuss why dance is a healthy activity.</p>		
<p><b>2</b></p>	<p>1PE Name and use dance movement vocabulary when exploring, making and describing dance.</p> <p>2PE Recognize how technology increases opportunities to view dance worldwide.</p> <p>3PE Observe and explore dance forms from various cultures.</p> <p>4PE Notice and point out the expressive details of dances made and shared.</p> <p>5PE Identify sources that inspire dance-making.</p> <p>6PE Recognize and point out basic elements and concepts in their dance studies and those of others.</p>	<p>1PR Explore the basic elements of dance with an emphasis on expression, focus and confidence.</p> <p>2PR Use technology to view dances and shape dance-making.</p> <p>3PR Share responsibility for collaborating with peers to create movement sequences and informal dances.</p> <p>4PR Explore dance movement vocabulary and basic compositional elements using a range of music genres.</p> <p>5PR Engage in dance experiences that explore social and multicultural themes.</p>	<p>1RE Use feedback and basic self-assessment strategies to improve their dances and dance-making.</p> <p>2RE Talk about the meanings of dances seen and made.</p> <p>3RE Share responsibility to collaborate with peers to create movement sequences.</p> <p>4RE Describe how dancing can be beneficial to a healthy lifestyle.</p> <p>5RE Share their preferences for the dances they observe and consider those of their peers.</p> <p>6RE Discuss how dance can help people communicate.</p>		

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<p><b>PROGRESS POINTS</b></p>	<p><b>Students will, at the appropriate developmental level:</b></p> <ul style="list-style-type: none"> <li>A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities.</li> <li>B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works.</li> <li>C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges.</li> <li>D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.</li> <li>E. Improvise, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces.</li> <li>F. Provide and use feedback to improve and refine movement explorations.</li> </ul>		
<p>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</p> <p><b>PERCEIVING/KNOWING (PE)</b></p>		<p><b>PRODUCING/PERFORMING (PR)</b></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p>
<p><b>CONTENT STATEMENTS</b></p> <p><b>3</b></p>	<p>1PE Develop an understanding of dance concepts and vocabulary.</p> <p>2PE Observe, identify and describe basic choreographic elements.</p> <p>3PE Observe the dances created by peers and identify and discuss creative Problem-solving strategies.</p> <p>4PE Recognize the connection of somatic sensation of breath and kinesthetic awareness to their personal movement.</p> <p>5PE Recognize and describe the role of dance in their lives and communities.</p>	<p>1PR Explore and improvise with basic choreographic elements.</p> <p>2PR Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.</p> <p>3PR Learn dances related to the cultures represented in the local community.</p> <p>4PR Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing.</p> <p>5PR Assume shared responsibility for collaboration with peers to create original movement sequences and dances.</p>	<p>1RE Reflect and share personal reactions to viewing, creating and performing dances.</p> <p>2RE Recognize and identify personal characteristics and how these are reflected in their movements.</p> <p>3RE Describe themes, concepts and ideas from other content areas that are reflected in dances they view.</p> <p>4RE Describe why safe practices and kinesthetic awareness are important for participation in dance.</p> <p>5RE Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed.</p> <p>6RE Discuss and develop individual and shared criteria to assess dance performances.</p>
<p><b>4</b></p>	<p>1PE Relate specific dance concepts and vocabulary to meanings conveyed through dance.</p> <p>2PE Observe, identify and describe basic choreographic elements.</p> <p>3PE Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary.</p> <p>4PE Increase kinesthetic awareness by attending to and describing a range of somatic ideas.</p> <p>5PE Recognize and describe features of dance in Ohio and how it represents local cultural values.</p>	<p>1PR Learn and demonstrate dances from various cultures represented in Ohio, past and present.</p> <p>2PR Invent multiple solutions to movement prompts, improvisations and dance compositions by varying aspects of space, time or energy.</p> <p>3PR Improvise, create and perform dances in response to prompts.</p> <p>4PR Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences</p> <p>5PR Apply and combine the elements of dance to express ideas, feelings, moods and personal narratives.</p>	<p>1RE Discuss personal reactions to dances viewed or performed and explain how these reactions relate to personal artistic criteria.</p> <p>2RE Discuss personal assessment of movement skills and challenges in performing dance movements of increasing difficulty.</p> <p>3RE Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed.</p> <p>4RE Demonstrate inquiry skills when stating and supporting their views about dance.</p> <p>5RE Give and receive constructive feedback to produce dances that achieve learning goals.</p>
<p><b>5</b></p>	<p>1PE Interpret various dances and support their interpretations with specific observations using appropriate dance vocabulary.</p> <p>2PE Observe, identify and describe basic choreographic elements.</p> <p>3PE Observe selected dances and identify creative problem-solving strategies using specific dance concepts and vocabulary.</p> <p>4PE Further develop kinesthetic awareness by attending to and describing a range of somatic ideas.</p> <p>5PE Recognize and describe features of dance forms in the United States and how they represent their historical and cultural contexts.</p>	<p>1PR Demonstrate strength, flexibility and movement patterning when performing movement sequences with clarity, focus and kinesthetic awareness.</p> <p>2PR Demonstrate safe practices for dance, including warm-up, stretching, partnering and appropriate use of shared spaces in increasingly complex movement situations.</p> <p>3PR Learn and demonstrate dances from various cultures represented in the United States, past and present.</p> <p>4PR Create, refine and perform dances based on concepts and issues drawn from historical and contemporary times.</p> <p>5PR Use formal and informal compositional structures in choreography and improvisation.</p> <p>6PR Demonstrate initiative when working alone, with partners and in small groups to improvise and solve movement problems.</p>	<p>1RE Discuss personal reactions to dances viewed or performed and consider how these are informed by cultural and social influences.</p> <p>2RE Identify ways that the same dance movement can be described differently, based on point of view.</p> <p>3RE Reflect on how attention to physical sensations can impact movement experiences and performance.</p> <p>4RE Use forms of writing (e.g., note-taking, graphic organizers, motif notation) to record choices made in the dance-making process.</p> <p>5RE Reflect on, evaluate and refine choreographic, rehearsal and performance processes based on established criteria.</p>

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<p><b>PROGRESS POINTS</b></p>	<p><b>Students will, at the appropriate developmental level:</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate increased awareness of how the body moves in the environment and in relation to others.</li> <li>B. Engage in diverse dance movement genres, forms and styles.</li> <li>C. Experience relationships between dance, rhythm and musical accompaniment.</li> <li>D. Use available technology and new media arts to create and record dances in conventional and creative ways.</li> <li>E. Understand why and how dance is a valuable proficiency for community and career development.</li> <li>F. Demonstrate safe and healthy dance practices.</li> <li>G. Reflect on the cultural, collaborative and interdisciplinary functions of dance.</li> <li>H. Begin to articulate a personal aesthetic and dance preference.</li> <li>I. Recognize that examining the socio-cultural traditions and historical and political significance of dances deepens personal understanding of their worlds.</li> </ul>		
<p><b>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</b></p>			
<p><b>CONTENT STATEMENTS</b></p> <p><b>6</b></p>	<p><b>PERCEIVING/KNOWING (PE)</b></p> <ul style="list-style-type: none"> <li>1PE Deepen personal awareness of the expressive body as it moves and feels in personal and communal spaces.</li> <li>2PE Deepen personal awareness of the expressive body as it moves and feels in relation to the dance elements.</li> <li>3PE Observe and ask questions about movement concepts.</li> <li>4PE Explore the body's range of movement possibilities.</li> <li>5PE View works by various influential choreographers.</li> <li>6PE Recognize how thoughts and ideas influence dance.</li> <li>7PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</li> </ul>	<p><b>PRODUCING/PERFORMING (PR)</b></p> <ul style="list-style-type: none"> <li>1PR Create movement that is influenced by personal, social, cultural and political concepts</li> <li>2PR Perform dances from various global cultures, theatrical styles and historical periods.</li> <li>3PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</li> <li>4PR Demonstrate and use available technology including new media to create, record and share dances in conventional and innovative ways.</li> <li>5PR Demonstrate how to dance with a supporting partner or group.</li> </ul>	<p><b>RESPONDING/REFLECTING (RE)</b></p> <ul style="list-style-type: none"> <li>1RE Identify a variety of career possibilities in which dance skills are useful.</li> <li>2RE Explain the role of dance in daily life across various periods and cultures and provide examples.</li> <li>3RE Identify an influential choreographer and describe his or her choreographic work in terms of genre, form and style.</li> <li>4RE State and support a personal preference of dance genre, form and style.</li> <li>5RE Create and apply criteria to make judgments about self-made dances and dances made by others.</li> <li>6RE Share ideas and raise questions about the relevance of dance skills to their lives and adult career choices.</li> </ul>
<p><b>7</b></p>	<ul style="list-style-type: none"> <li>1PE Demonstrate a perspective by explaining different societal values on the meaning and function of dances made, performed or shared.</li> <li>2PE View choreographic works and improvisations by various influential choreographers.</li> <li>3PE Explore the expressive body range of movement possibilities.</li> <li>4PE Sense and express the impact and interrelationship between dance and the body's physical and emotional state of being.</li> <li>5PE Recognize and discuss how thoughtful inquiry influences dance making, performing and sharing.</li> <li>6PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>1PR Explore and refine the body's movement possibilities in relation to varied dance techniques and choreography.</li> <li>2PR Perform dances from various global cultures, theatrical styles and historical periods.</li> <li>3PR Embody dance performance with attention to rhythmic structure with or without musical accompaniment.</li> <li>4PR Create dance movement studies with clear intent and attention to dance elements, features and choreographic principles.</li> <li>5PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</li> <li>6PR Recognize the importance of warm-up and cross-discipline training to dance (e.g., sports, yoga, Pilates, swimming, running, walking and cycling).</li> <li>7PR Demonstrate self-direction and independence.</li> </ul>	<ul style="list-style-type: none"> <li>1RE Discuss ways that dance contributes to a community and provide examples.</li> <li>2RE Analyze and describe the movement patterns and the expressive and stylistic characteristics of selected dances.</li> <li>3RE Evaluate and refine collaborative rehearsal processes.</li> <li>4RE Articulate the intended meanings of the dances they create.</li> <li>5RE Critique a dance based on how effectively the formal, technical and expressive aspects communicate a theme or idea.</li> <li>6RE Demonstrate initiative and confidence when creating and presenting dances to express their feelings, ideas and viewpoints.</li> </ul>
<p><b>8</b></p>	<ul style="list-style-type: none"> <li>1PE Attend to, consider and articulate the aesthetic qualities in dances observed.</li> <li>2PE Explore and interpret the expressive body's movement possibilities in relation to other choreography tools and dance techniques with increased skill.</li> <li>3PE View and describe choreographic works and improvisations by various influential choreographers.</li> <li>4PE Explore the body's range of movement possibilities.</li> <li>5PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</li> <li>6PE Observe how gender influences dance across cultures.</li> <li>7PE Investigate and explain how cultural and ethnic groups contribute to the development of a particular dance.</li> </ul>	<ul style="list-style-type: none"> <li>1PR Perform dances from various global cultures, theatrical styles and historical periods.</li> <li>2PR Use theatrical features (e.g., sound scores, music, lighting, costumes props and text) in dance performance to enhance artistic expression.</li> <li>3PR Refine the use of available technology and the media arts to create, record, and share dance in creative ways.</li> <li>4PR Perform movement prases with increased focus, alignment, strength, flexibility, coordination and skill.</li> <li>5PR Demonstrate self-direction, independence and risk-taking when creating and performing dances.</li> </ul>	<ul style="list-style-type: none"> <li>1RE Describe, interpret and assess their dance works and challenge the opinions of others.</li> <li>2RE Compare the creative process in dance to the creative process in other arts disciplines (e.g., generating ideas, problem-solving and communicating).</li> <li>3RE Differentiate among statements of description, interpretation and evaluation within a variety of published dance literature selections.</li> <li>4RE Differentiate among statements of description, interpretation and evaluation and use them in a discussion about dance performance.</li> <li>5RE Examine and discuss the way that different events (e.g., cultural, political, social and technological) impact dance and dance development.</li> <li>6RE Recognize, advocate and discuss how participation in dance develops skills that are valuable and applicable to their lives and adult careers.</li> </ul>

## 2012 Dance Standards GRADES 9 – 12

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<b>Students will:</b>	<ul style="list-style-type: none"> <li>A. Understand the ways in which dance is a meaningful expression of culture in past and present societies.</li> <li>B. Inquire about and reflect on the significance and value of dance in their lives and society.</li> <li>C. Create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures.</li> <li>D. Express orally and in writing their interpretations and evaluations of dances they observe and perform.</li> <li>E. Create dances that connect to and are inspired by interdisciplinary content.</li> <li>F. Present points of view about dance and respond thoughtfully to the viewpoints of others.</li> <li>G. Understand the ways in which technological, financial and human resources impact the creation and performance of dance.</li> </ul>		
<b>PROGRESS POINTS</b>			
<b>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</b>	<b>PERCEIVING/KNOWING (PE)</b>	<b>PRODUCING/PERFORMING (PR)</b>	<b>RESPONDING/REFLECTING (RE)</b>
<b>ACHIEVEMENT LEVEL CONTENT STATEMENTS</b>			
<b>Beginning</b>	<p>1PE Explain how the study of dance broadens perspectives on the arts and the connection to the global community.</p> <p>2PE Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.</p> <p>3PE Observe and describe specific historic and traditional dances from various cultures.</p> <p>4PE Explain the impact of history and culture on dance as an art form.</p> <p>5PE Recognize the importance of artistry and technical proficiency in dance.</p> <p>6PE Articulate points of view about dance and respond thoughtfully to the viewpoints of others.</p> <p>7PE Use inquiry skills to develop opinions about dance.</p>	<p>1PR Explore a variety of improvisational techniques in order to generate original movement material.</p> <p>2PR Demonstrate self-awareness and awareness of others.</p> <p>3PR Compose and perform a dance that demonstrates expression and clarity of intention.</p> <p>4PR Explore interdisciplinary ideas to support and inspire the choreographic process.</p> <p>5PR Demonstrate self-direction and accountability for technical growth to facilitate communication.</p> <p>6PR Create and perform dances from various cultures and historical periods.</p>	<p>1RE Apply review and revision processes to improve personal dance works.</p> <p>2RE Identify criteria for assessing dance performances.</p> <p>3RE Analyze and interpret recognized works by a variety of historical and contemporary choreographers.</p> <p>4RE Analyze and discuss the relationship between form and meaning in dances from various cultures.</p> <p>5RE Discuss technical theater and design innovations.</p> <p>6RE Make entries in journals and create goals that connect somatic understanding with the ability to enhance performance and technique.</p> <p>7RE Evaluate and refine the elements of an effective rehearsal process.</p>
<b>Intermediate</b>	<p>1PE Explain the connections between dance, other arts areas and disciplines outside the arts.</p> <p>2PE Determine how personal perspectives influence aesthetic opinions about dance.</p> <p>3PE Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.</p> <p>4PE Recognize the importance of artistry and technical proficiency in dance.</p> <p>5PE Observe, analyze and describe a dance and its historical or global context.</p> <p>6PE Understand how the mind-body connection influences choreography and dance technique.</p>	<p>1PR Explore a variety of choreographic processes that demonstrate originality, clarity of intent and a dynamic range of movement.</p> <p>2PR Demonstrate and integrate the use of available technology to inspire, create or record dance.</p> <p>3PR Create and perform a dance that demonstrates a variety of complex movement sequences and the ability to collaborate with an ensemble.</p> <p>4PR Develop strategies that promote personal health, injury prevention, care and rehabilitation.</p> <p>5PR Demonstrate self-direction and accountability for technical growth to facilitate communication and creative expression.</p> <p>6PR Choreograph a dance that explores a universal theme or socio-political or global issue and place it in a historical context.</p> <p>7PR Choreograph a dance that incorporates a multidisciplinary approach to the process.</p>	<p>1RE Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings.</p> <p>2RE Critique a dance based on fundamental dance concepts.</p> <p>3RE Understand the impact of government policy on the arts.</p> <p>4RE Discuss technical theater and design innovations that have affected dance production.</p> <p>5RE Examine the traditions, techniques and cultural contexts of various dance styles.</p> <p>6RE Explain how a choreographer’s philosophy, heritage and cultural traditions influenced his or her choreography.</p> <p>7RE Develop and refine beliefs and questions about dance experiences.</p>
<b>Advanced</b>	<p>1PE Demonstrate and explain how the study of dance provides knowledge and skills essential to life and personal health.</p> <p>2PE Synthesize somatic information in response to what they observe and perform.</p> <p>3PE Examine ways in which various dance works relate to the themes and issues of their historical, global and social contexts.</p> <p>4PE Articulate the aesthetics of dance and reflect on how it relates to dance in their lives and the lives of others.</p> <p>5PE Recognize the importance of artistry and technical proficiency in dance.</p> <p>6PE Appreciate how the imagination inspires personal and diverse approaches to the choreographic process.</p>	<p>1PR Create a personal work that demonstrates originality, clarity of intent and a dynamic range of movement.</p> <p>2PR Demonstrate self-direction and technical growth when bringing a work of dance to a point of completion.</p> <p>3PR Develop strategies that promote personal health, injury prevention, care and rehabilitation.</p> <p>4PR Experience how anatomical and kinesthetic awareness can alter the artistic interpretation of a dance.</p> <p>5PR Perform various dances from a diverse range of global cultures, theatrical styles and historical periods, both past and present.</p> <p>6PR Demonstrate and integrate the use of advanced technology and the media arts to inspire, create or record dance.</p> <p>7PR Apply production techniques to collaborative concert planning and arts administration skills.</p>	<p>1RE Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings.</p> <p>2RE Review, revise and refine an original dance with attention to full production values.</p> <p>3RE Critique personal dances and those of others based on specific dance aesthetics.</p> <p>4RE Discuss advanced technical theater and design innovations that have affected contemporary dance production.</p> <p>5RE Explain how a choreographer’s philosophy, heritage and cultural traditions influenced his or her choreography.</p> <p>6RE Articulate, justify and produce a personal philosophy of dance.</p> <p>7RE Research government policy and its impact on the art form of dance, education and arts advocacy at the local and national level.</p>

