

KINDERGARTEN			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>K.1CR Explore movement with basic elements of dance.</p> <p>K.2CR Explore ways to use imagination when engaged in dancing.</p> <p>K.3CR Play creatively with rhythm games.</p>
Producing Performing (PR)	<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>	Performing (PE)	<p>K.1PE Move safely within personal and general space.</p> <p>K.2PE Demonstrate basic elements of dance.</p> <p>K.3PE Collaborate with others to make decisions during a dance activity.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>K.1RE Describe how movements can express feelings.</p> <p>K.2RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>K.3RE Observe and respond to movements in a dance using words, pictures or movements.</p>
		Connecting (CO)	<p>K.1CO Recognize dance as a tool for healthy living.</p> <p>K.2CO Explore dance forms from various cultures.</p>

Grade 1			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>1.1CR Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality.</p> <p>1.2CR Explore structured improvisations and movement phrases within a central theme.</p> <p>1.3CR Explore and combine rhythmic play during movement studies.</p>
Producing Performing (PR)	<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>	Performing (PE)	<p>1.1PE Demonstrate awareness of moving safely within personal and general space.</p> <p>1.2PE Demonstrate and use basic elements of dance.</p> <p>1.3PE Cooperate with others to make decisions during a dance activity.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>1.1RE Describe how movement and shapes communicate feelings.</p> <p>1.2RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>1.3RE Discuss the meaning of specific dances.</p>
		Connecting (CO)	<p>1.1CO Recognize and discuss why dance is a healthy activity.</p> <p>1.2CO Learn developmentally appropriate cultural dances.</p>

Grade 2			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>2.1CR Explore and experiment with 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>2.2CR Create and perform a memorized movement phrase with a clear beginning, middle and end.</p> <p>2.3CR Explore dance vocabulary and basic choreographic devices and structures using a range of music genres.</p>
Producing Performing (PR)	<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>	Performing (PE)	<p>2.1PE Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing.</p> <p>2.2PE Name and use basic elements of dance and movement vocabulary when exploring, making and describing dance.</p> <p>2.3PE Collaborate with peers to create movement studies and informal dances.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>2.1RE Describe different ways movements shaped into dance depict feelings and emotions.</p> <p>2.2RE Demonstrate and discuss how to respond to dance as an audience member.</p> <p>2.3RE Share preferences and create responses for observed dance performances.</p>
		Connecting (CO)	<p>2.1CO Recognize and discuss how dance is an avenue for physical fitness.</p> <p>2.2CO Observe, learn and explore dance forms from various cultures.</p>

Grade 3			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>3.1CR Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.</p> <p>3.2CR Improvise, create and perform dances in response to movement prompts.</p> <p>3.3CR Explore dance vocabulary and choreographic devices using a range of music genres.</p> <p>3.4CR Recognize how current media and the latest technologies increase opportunities for how dance is viewed worldwide.</p> <p>3.5CR Observe and give feedback to peer-created dances using creative problem-solving strategies.</p>
Producing Performing (PR)	<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>	Performing (PE)	<p>3.1PE Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing.</p> <p>3.2PE Develop an understanding of elements of dance and movement vocabulary when exploring, creating and describing dance.</p> <p>3.3PE Demonstrate shared responsibility for collaboration with peers to create original movement studies and dances.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>3.1RE Describe the relationship between music and movement in creating meaning for dances performed or observed.</p> <p>3.2RE Demonstrate appropriate audience etiquette.</p> <p>3.3RE Reflect and share personal reactions to viewing dances.</p>
		Connecting (CO)	<p>3.1CO Describe why safe practices are important for participation in dance.</p> <p>3.2CO Recognize and describe the role of dance in life and community.</p>

Grade 4			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>4.1CR Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.</p> <p>4.2CR Invent multiple solutions to movement prompts, improvisations and dance compositions.</p> <p>4.3CR Apply and combine the elements of dance to express ideas, feelings, moods and personal narratives.</p> <p>4.4CR Recognize how current media and the latest technologies increase opportunities for how dance is created and viewed worldwide.</p> <p>4.5CR Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary.</p>
Producing Performing (PR)	<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>	Performing (PE)	<p>4.1PE Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences.</p> <p>4.2PE Develop an increasing understanding of the elements of dance and movement vocabulary when exploring, creating and describing dance.</p> <p>4.3PE Demonstrate leadership when working alone, with partners and in small groups to improvise and solve movement problems.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>4.1RE Describe the relationship between music and movement in creating meaning for dances performed or observed.</p> <p>4.2RE Demonstrate appropriate audience etiquette.</p> <p>4.3RE Defend personal reactions to an observed dance performance.</p>
		Connecting (CO)	<p>4.1CO Demonstrate safety while creating and performing.</p> <p>4.2CO Recognize and describe features of dance and how cultural values are represented.</p>

Grade 5			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<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>	Creating (CR)	<p>5.1CR Use formal and informal movement studies during choreography and improvisation.</p> <p>5.2CR Create, refine and perform dances based on concepts and issues drawn from historical and contemporary times.</p> <p>5.3CR Apply and combine the elements of dance to express ideas, feelings, moods and personal narratives.</p> <p>5.4CR Recognize how current media and the latest technologies increase opportunities for how dance is created and viewed worldwide.</p> <p>5.5CR Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary.</p>
Producing Performing (PR)	<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>	Performing (PE)	<p>5.1PE Demonstrate strength and flexibility when performing movements with clarity, focus and kinesthetic awareness.</p> <p>5.2PE Demonstrate an understanding of the elements of dance and movement vocabulary when exploring, creating and describing dance.</p> <p>5.3PE Demonstrate leadership when working alone, with partners and in small groups to improvise and solve movement problems.</p>
Responding Reflecting (RE)	<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>	Responding (RE)	<p>5.1RE Describe the relationship between production elements, music and movement in creating meaning for dances performed or observed.</p> <p>5.2RE Demonstrate appropriate audience etiquette.</p> <p>5.3RE Analyze how personal reactions to dances viewed relate to movement preference.</p>
		Connecting (CO)	<p>5.1CO Demonstrate safe practices and dance wellness strategies when warming up and dancing.</p> <p>5.2CO Recognize and describe features of dance forms and how they represent historical and cultural contexts.</p>

Grade 6			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Deepen personal awareness of the expressive body as it moves and feels in personal and communal spaces.</p> <p>2PE Deepen personal awareness of the expressive body as it moves and feels in relation to the dance elements.</p> <p>3PE Observe and ask questions about movement concepts.</p> <p>4PE Explore the body's range of movement possibilities.</p> <p>5PE View works by various influential choreographers.</p> <p>6PE Recognize how thoughts and ideas influence dance.</p> <p>7PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</p>	Creating (CR)	<p>6.1CR Create movement studies with clear intent and attention to elements of dance, choreographic devices and choreographic structures to develop a dance study that supports an artistic intent.</p> <p>6.2CR Create movement studies using a variety of stimuli (music, observed dance, literary forms, notation, natural phenomena, personal experience).</p> <p>6.3CR Explore the movement vocabularies of various genres to transfer ideas into choreography.</p> <p>6.4CR Explore technology, including new media, to create, record and/or explore dance in conventional and innovative ways.</p> <p>6.5CR Explore possible movement revisions based on collaborative feedback.</p>
Producing Performing (PR)	<p>1PR Create movement that is influenced by personal, social, cultural and political concepts</p> <p>2PR Perform dances from various global cultures, theatrical styles and historical periods.</p> <p>3PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</p> <p>4PR Demonstrate and use available technology including new media to create, record and share dances in conventional and innovative ways.</p> <p>5PR Demonstrate how to dance with a supporting partner or group.</p>	Performing (PE)	<p>6.1PE Demonstrate movement phrases with increased clarity, focus, alignment, strength, flexibility, coordination, skill and kinesthetic awareness.</p> <p>6.2 PE Demonstrate kinesthetic awareness of the expressive body as it moves and feels in relation to the elements of dance.</p> <p>6.3PE Demonstrate leadership when working alone, with partners and in small groups to improvise and solve movement problems to create movement phrases.</p> <p>6.4PE Demonstrate technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p>
Responding Reflecting (RE)	<p>1RE Identify a variety of career possibilities in which dance skills are useful.</p> <p>2RE Explain the role of dance in daily life across various periods and cultures and provide examples.</p> <p>3RE Identify an influential choreographer and describe his or her choreographic work in terms of genre, form and style.</p> <p>4RE State and support a personal preference of dance genre, form and style.</p> <p>5RE Create and apply criteria to make judgments about self-made dances and dances made by others.</p> <p>6RE Share ideas and raise questions about the relevance of dance skills to their lives and adult career choices.</p>	Responding (RE)	<p>6.1RE Recognize and articulate the relationship between production elements, music and movement in creating meaning for dances performed or observed.</p> <p>6.2RE Recognize appropriate audience etiquette during class, rehearsal and performance.</p> <p>6.3RE Observe the movement characteristics or qualities in a specific dance genre and make connections to attitudes and movement preferences.</p>
		Connecting (CO)	<p>6.1CO Apply basic anatomical principles and nutrition to promote safety, self-regulation and dance wellness strategies.</p> <p>6.2CO Identify ways past and current events impact dance and dance development.</p>

Grade 7			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Demonstrate a perspective by explaining different societal values on the meaning and function of dances made, performed or shared.</p> <p>2PE View choreographic works and improvisations by various influential choreographers.</p> <p>3PE Explore the expressive body range of movement possibilities.</p> <p>4PE Sense and express the impact and interrelationship between dance and the body's physical and emotional state of being.</p> <p>5PE Recognize and discuss how thoughtful inquiry influences dance making, performing and sharing.</p> <p>6PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</p>	Creating (CR)	<p>7.1CR Create dance studies with clear intent using the elements of dance, choreographic devices and choreographic structures that support an artistic intent.</p> <p>7.2CR Create movement studies using a variety of stimuli (music, observed dance, literary forms, notation, natural phenomena, personal experience).</p> <p>7.3CR Explore the movement vocabularies of various genres to transfer ideas into choreography.</p> <p>7.4CR Explore technology, including new media, to create, record and/or explore dance in conventional and innovative ways.</p> <p>7.5CR Explore possible movement revisions based on collaborative feedback.</p>
Producing Performing (PR)	<p>1PR Explore and refine the body's movement possibilities in relation to varied dance techniques and choreography.</p> <p>2PR Perform dances from various global cultures, theatrical styles and historical periods.</p> <p>3PR Embody dance performance with attention to rhythmic structure with or without musical accompaniment.</p> <p>4PR Create dance movement studies with clear intent and attention to dance elements, features and choreographic principles.</p> <p>5PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</p> <p>6PR Recognize the importance of warm-up and cross-discipline training to dance (e.g., sports, yoga, Pilates, swimming, running, walking and cycling).</p> <p>7PR Demonstrate self-direction and independence.</p>	Performing (PE)	<p>7.1PE Demonstrate movement phrases with increased clarity, focus, alignment, strength, flexibility, coordination, skill and kinesthetic awareness.</p> <p>7.2PE Demonstrate kinesthetic awareness of the expressive body as it moves and feels in relation to the elements of dance.</p> <p>7.3PR Demonstrate leadership when working alone, with partners and in small groups to improvise and solve movement problems to create movement phrases.</p> <p>7.4PE Demonstrate technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p>
Responding Reflecting (RE)	<p>1RE Discuss ways that dance contributes to a community and provide examples.</p> <p>2RE Analyze and describe the movement patterns and the expressive and stylistic characteristics of selected dances.</p> <p>3RE Evaluate and refine collaborative rehearsal processes.</p> <p>4RE Articulate the intended meanings of the dances they create.</p> <p>5RE Critique a dance based on how effectively the formal, technical and expressive aspects communicate a theme or idea.</p> <p>6RE Demonstrate initiative and confidence when creating and presenting dances to express their feelings, ideas and viewpoints.</p>	Responding (RE)	<p>7.1RE Recognize how thoughts and ideas influence dance and articulate the relationship between production elements, music and movement in creating meaning for dances performed or observed.</p> <p>7.2RE Reflect on, evaluate and refine choreographic, rehearsal and performance processes based on established criteria.</p> <p>7.3RE Critique a dance using genre-specific dance terminology to determine how effectively the various aspects communicate a theme or idea.</p>
		Connecting (CO)	<p>7.1CO Utilize basic anatomical principles, self-regulation, dance wellness strategies and proper nutrition in dance activities and everyday life.</p> <p>7.2CO Identify specific ways dance historically contributes to community (celebration, mourning, religious, training, health).</p> <p>7.3CO Explore how dance supports development of 21st century skills.</p>

Grade 8			
Artistic Process	2012	Artistic Process	2020
Perceiving Knowing (PE)	<p>1PE Attend to, consider and articulate the aesthetic qualities in dances observed.</p> <p>2PE Explore and interpret the expressive body's movement possibilities in relation to other choreography tools and dance techniques with increased skill.</p> <p>3PE View and describe choreographic works and improvisations by various influential choreographers.</p> <p>4PE Explore the body's range of movement possibilities.</p> <p>5PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.</p> <p>6PE Observe how gender influences dance across cultures.</p> <p>7PE Investigate and explain how cultural and ethnic groups contribute to the development of a particular dance.</p>	Creating (CR)	<p>8.1CR Create individual and collaborative movement studies with clear intent and attention to elements of dance, choreographic devices and choreographic structures to develop a dance study that supports an artistic intent.</p> <p>8.2CR Create movement studies to develop dance content for an original dance study or dance.</p> <p>8.3CR Identify and select personal preferences to create an original movement study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p> <p>8.4CR Refine the use of available technology, including new media and the media arts, to create, record and explore/share dance in creative ways.</p> <p>8.5CR Revise choreography, collaboratively or independently, based on self-reflection and feedback from others.</p>
Producing Performing (PR)	<p>1PR Perform dances from various global cultures, theatrical styles and historical periods.</p> <p>2PR Use theatrical features (e.g., sound scores, music, lighting, costumes props and text) in dance performance to enhance artistic expression.</p> <p>3PR Refine the use of available technology and the media arts to create, record, and share dance in creative ways.</p> <p>4PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.</p> <p>5PR Demonstrate self-direction, independence and risk-taking when creating and performing dances.</p>	Performing (PE)	<p>8.1PE Demonstrate movement phrases with increased clarity, focus, alignment, strength, flexibility, coordination, skill and kinesthetic awareness.</p> <p>8.2PE Demonstrate kinesthetic awareness of the expressive body as it moves and feels in relation to the elements of dance.</p> <p>8.3PE Demonstrate leadership when working alone, with partners and in small groups to improvise and solve movement problems to create movement phrases and dance works.</p> <p>8.4PE Demonstrate technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p>
Responding Reflecting (RE)	<p>1RE Describe, interpret and assess their dance works and challenge the opinions of others.</p> <p>2RE Compare the creative process in dance to the creative process in other arts disciplines (e.g., generating ideas, problem-solving and communicating).</p> <p>3RE Differentiate among statements of description, interpretation and evaluation within a variety of published dance literature selections.</p> <p>4RE Differentiate among statements of description, interpretation and evaluation and use them in a discussion about dance performance.</p> <p>5RE Examine and discuss the way that different events (e.g., cultural, political, social and technological) impact dance and dance development.</p> <p>6RE Recognize, advocate and discuss how participation in dance develops skills that are valuable and applicable to their lives and adult careers</p>	Responding (RE)	<p>8.1RE Describe, analyze, interpret and assess the impact of production elements, music and movement in selected dance works and challenge the opinions of others.</p> <p>8.2RE Utilize a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.</p> <p>8.3RE Give and receive constructive feedback based on individual and shared criteria.</p>
		Connecting (CO)	<p>8.1CO Evaluate personal dance wellness and self-regulation strategies in dance activities and everyday life, including nutrition and injury prevention.</p> <p>8.2CO Examine and discuss ways social, political and technological events impact dance, and articulate how dance is used to raise awareness of and advocate for social change.</p> <p>8.3CO Justify how participation in dance develops 21st century skills applicable to life.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
	Perceiving/Knowing (PE)		Creating (CR)
Beginning	<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>	HS Proficient (HSP)	<p>HSP.1CE Create a dance that demonstrates expression and clarity of intention.</p> <p>HSP.2CE Create movement studies representing various cultures or historical periods.</p> <p>HSP.3CE Explore interdisciplinary ideas to inspire and support the choreographic process.</p> <p>HSP.4CE Integrate the use of technology with the elements of dance in a new composition.</p> <p>HSP.5CE Explore a variety of improvisational techniques to generate and revise movement material.</p>
Intermediate	<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>	HS Accomplished (HSAC)	<p>HSAC.1CE Create a dance that demonstrates a variety of complex movement phrases and the ability to collaborate with an ensemble.</p> <p>HSAC.2CE Create movement studies that explore a universal theme, socio-political or global issue.</p> <p>HSAC.3CE Choreograph movement studies that incorporate a multidisciplinary approach to the process.</p> <p>HSAC.4CE Demonstrate and integrate the use of current media and latest technologies to inspire, create or record dance.</p> <p>HSAC.5CE Design and implement a variety of choreographic devices for movement generation and revision, both individually and collaboratively.</p>
Advanced	<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>	HS Advanced (HSAD)	<p>HSAD.1CE Create a personal work that demonstrates originality, clarity of intent and a dynamic range of movement.</p> <p>HSAD.2CE Justify choreographic choices in movement study creation and explain how they are used to intensify artistic intent connecting to a universal or historic theme.</p> <p>HSAD.3CE Synthesize choreographic content generated from stimulus materials while experimenting in defining individual artistic intent.</p> <p>HSAD.4CE Demonstrate and integrate the use of current media and latest technologies to inspire, create or record dance.</p> <p>HSAD.5CE Review, revise and refine an original dance with attention to all production elements.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
	Producing/Performing (PR)		Performing (PE)
Beginning	<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>	HS Proficient (HSP)	<p>HSP.1PE Perform movement studies demonstrating expression and clarity of intent.</p> <p>HSP.2PE Demonstrate kinesthetic awareness in dance performance.</p> <p>HSP.3PE Demonstrate self-direction and accountability for technical growth to facilitate communication.</p> <p>HSP.4PE Recognize the mind-body connection in dance technique and performance.</p> <p>HSP.5PE Perform dances from various cultures and historical periods.</p>
Intermediate	<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 sociopolitical 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>	HS Accomplished (HSAC)	<p>HSAC.1PE Explore a variety of processes that demonstrate originality, clarity of intent and a dynamic range of movement.</p> <p>HSAC.2PE Perform dances that demonstrate a variety of complex movement sequences that also may be performed as an ensemble.</p> <p>HSAC.3PE Demonstrate self-direction and accountability for technical growth to facilitate communication and creative expression.</p> <p>HSAC.4PE Understand how the mind-body connection influences movement.</p> <p>HSAC.5PE Perform a dance that explores a universal theme, socio-political or global issue.</p>
Advanced	<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>	HS Advanced (HSAD)	<p>HSAD.1PE Perform movement studies while demonstrating originality, clarity of intent, focus (both inward and outward) and a broad range in movement.</p> <p>HSAD.2PE Apply kinesthetic awareness and awareness of others through performance, reflection and peer feedback.</p> <p>HSAD.3PE Demonstrate self-direction, agency, accountability, fulfilled artistic expression and technical growth when bringing a work to a point of completion.</p> <p>HSAD.4PE Experience and express how anatomical and kinesthetic awareness can alter artistic interpretation in choreography and performance.</p> <p>HSAD.5PE Perform dances from a diverse range of global cultures, theatrical styles and historical periods.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
	Responding/Reflecting (RE)		Responding (RE)
Beginning	<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>	HS Proficient (HSP)	<p>HSP.1RE Recognize and identify fundamental dance concepts in selected dance works.</p> <p>HSP.2RE Utilize a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.</p> <p>HSP.3RE Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p> <p>HSP.4RE Recognize the importance of artistry and technical proficiency in dance.</p>
Intermediate	<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>	HS Accomplished (HSAC)	<p>HSAC.1RE Critique a dance based on fundamental dance concepts.</p> <p>HSAC.2RE Utilize a variety of assessment (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.</p> <p>HSAC.3RE Develop and refine personal beliefs and questions about dance experiences based on aesthetic opinions.</p> <p>HSAC.4RE Illustrate artistry and technical proficiency in dance performance and observed dance works.</p>
Advanced	<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>	HS Advanced (HSAD)	<p>HSAD.1RE Critique personal dances and those of others based on specific dance aesthetics.</p> <p>HSAD.2RE Explore the connection between somatic understanding and performance technique.</p> <p>HSAD.3RE Articulate, justify and produce a personal philosophy of dance and respond thoughtfully to the viewpoints of others.</p> <p>HSAD.4RE Analyze artistry and technical proficiency in dance performance and observed dance works.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2020
		Connecting (CO)	
		HS Proficient (HSP)	<p>HSP.1CO Identify and explore anatomical, kinesiological, self-regulation and other health compositions essential to dancer wellness.</p> <p>HSP.2CO Identify dance in global cultures, theatrical styles, screen dance, socio-political and historical periods.</p> <p>HSP.3CO Explore how 21st century skills developed in dance translate to a chosen career path.</p> <p>HSP.4CO Discuss technical theater and design innovations.</p> <p>HSP.5CO Identify production elements and techniques necessary for performance.</p>
		HS Accomplished (HSAC)	<p>HSAC.1CO Develop strategies that promote personal health, self-regulation, injury prevention, care and rehabilitation.</p> <p>HSAC.2CO Explore a diverse range of dance in global cultures, screen dance, theatrical styles and historical periods.</p> <p>HSAC.3CO Use established research methods and techniques to investigate a topic in careers connected to dance.</p> <p>HSAC.4CO Describe technical theater and design innovations in a historical or current context.</p>
		HS Advanced (HSAD)	<p>HSAD.1CO Apply strategies that promote personal health, self-regulation, injury prevention, care and rehabilitation.</p> <p>HSAD.2CO Investigate and draw conclusions comparing a diverse range of dance in global cultures, theatrical styles and historical periods.</p> <p>HSAD.3CO Investigate various dance related careers through a variety of research methods and techniques.</p> <p>HSAD.4CO Interpret and analyze technical theater and design innovations that have affected dance production.</p> <p>HSAD.5CO Apply production techniques to collaborative event planning and arts administration skills.</p>