

# Fine Arts Learning Standards Crosswalk: Dance



## Philosophical Foundation for Fine Arts Learning Standards

The Ohio Learning Standards for Fine Arts reflect the skills and knowledge students need to succeed in their personal and professional artistic pursuits. Underpinning the philosophical and lifelong goals of the Ohio Learning Standards for Fine Arts is the conceptual framework of *Artistic Literacy* and the *Artistic Processes*. When enacted through high-quality instruction, the four artistic processes cultivate students’ artistic literacy and prepare students for success in college, careers, and beyond.

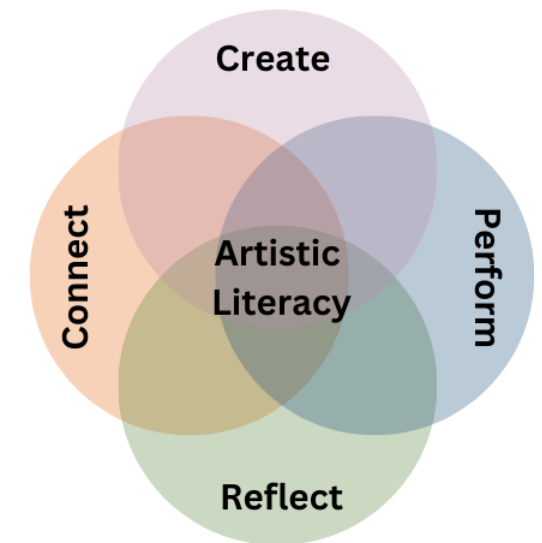
### Artistic Literacy

- The knowledge and understanding required to participate authentically in the arts.
- Artistic Literacy is supported by arts domain-specific literacy processes such as aural, kinesthetic, media, oral and text-based, and visual literacy.

### Artistic Process

- The rigorous cognitive and physical actions by which arts learning and art-making are realized.
- When students use the Artistic Processes, they draw from various kinds of knowledge and understanding about the arts to construct meaning. This process builds fluency in the symbolic and metaphoric forms that are both unique to the arts and transferable to a multitude of contexts.

Access the [Ohio Learning Standards for Fine Arts](#).



### ORGANIZATION OF FINE ARTS LEARNING STANDARDS

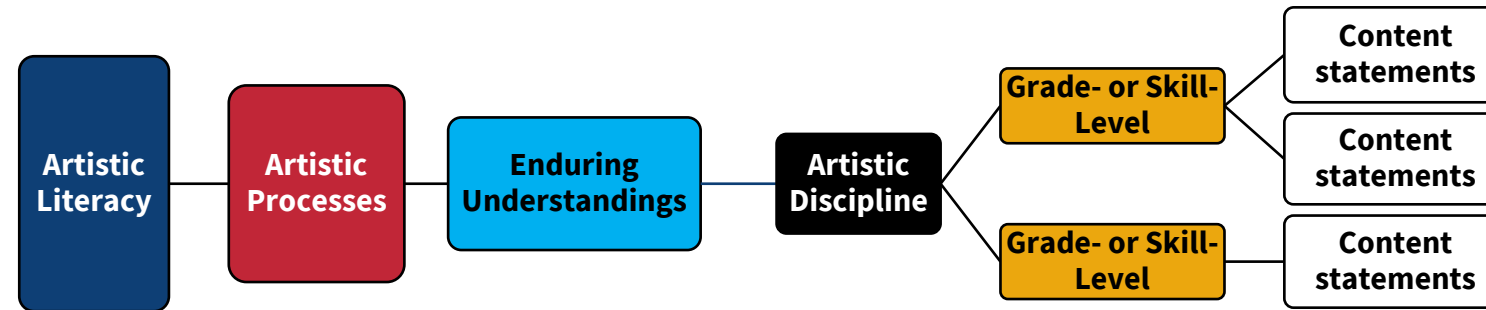
The Ohio Learning Standards for Fine Arts are structured around four Artistic Processes and designed to answer the question: *What do artists do?* Organizational changes included consistency of the Artistic Processes across all five disciplines, alignment with the national framework, and the inclusion of ‘artists/students’ centered students as artists as a part of the learning process.

### ARTISTIC PROCESSES

2012	2024	CHANGES AND RATIONALE
<b>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</b>	<b>ARTISTIC PROCESSES</b>	
<b>PERCEIVING/KNOWING (PE):</b> Listen, observe, move, attend to, discriminate	<b>CREATING (CR):</b> Artists/students conceive and develop new artistic ideas and work	Creating was parsed out from Producing/Performing to elevate the importance of the creating process.
<b>PRODUCING/PERFORMING (PR):</b> Create, compose, improvise, use & master skills	<b>PERFORMING (PE):</b> Artists/students realize artistic ideas and work through interpretation and presentation	Performing shifted the focus from ‘knowing what’ (i.e., skills and techniques) to ‘knowing how’ (i.e., making and conveying meaning through art).
<b>RESPONDING/REFLECTING (RE):</b> Make connections, reconsider, question, self-assess	<b>RESPONDING (RE):</b> Artists/students understand and evaluate how the arts convey meaning	Responding merged aspects of Perceiving/Knowing and Responding/Reflecting to focus on analysis, interpretation, understanding, critique, and evaluation. Making connections was parsed out of Responding/Reflecting and included under Connecting.
	<b>CONNECTING (CO):</b> Artists/students relate artistic ideas and work with personal meaning and external content	The Connecting process was added in response to the educational communities’ desire to have a category that had more real-world and career connections beyond only technical performance skills for students.

**ENDURING UNDERSTANDINGS FOR FINE ARTS LEARNING STANDARDS**

Each artistic process has an aligned Enduring Understanding which is shared across all five artistic disciplines. Enduring Understandings clarify what students will carry forward from high-quality arts instruction. These Enduring Understandings prepare for success in both the arts and life.



The four Enduring Understandings are big picture goals for student learning, underpin the performance indicators, and drive curricular and instructional choices. Each Artistic Process has a discipline-specific performance standard for each grade- or skill-level. Grades K-8 performance standards are organized by grade-level while high school performance standards are organized by skill-level. The content statements serve as guideposts, or performance indicators, to support reaching the goals of the Enduring Understandings and the cultivation of *Artistic Literacy*. Changes include reconceptualizing the Enduring Understandings to be consistent across all arts disciplines and alignment with the Artistic Processes.

2012	2024	CHANGES AND RATIONALE
<b>ENDURING UNDERSTANDINGS</b>	<b>ENDURING UNDERSTANDINGS</b>	
<b>PERSONAL CHOICE AND VISION:</b> Students construct and solve problems of personal relevance and interest when expressing themselves through dance.	<b>CREATING:</b> Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Personal Choice and Vision is embedded within both Creating and Connecting.
<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.	<b>PERFORMING:</b> Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Critical and Creative Thinking is embedded within Creating and Responding.
<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.	<b>RESPONDING:</b> Artists/students engage in analysis and interpretation to understand and evaluate artistic works.	Authentic Application and Collaboration is embedded within Creating, Performing, and Connecting.
<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.	<b>CONNECTING:</b> Artists/students understand and communicate the value of creative expressions in internal and external contexts	Literacy is embedded within the larger framework of the Artistic Processes as the cultivation of Artistic Literacy.

## Changes from 2012 to 2024

The dance standards were revised and updated to address the vertical and horizontal alignment suggestions that trended in the public comments. The revision streamlined the content standards by reducing repetition and aligning language and processes with prevalent terms used within the field. The revision also encouraged an understanding of how personal, cultural and social norms and expectations influence the Fine Arts Learning Standards. The 2024 standards were designed to be less prescriptive and more conceptual, allowing for teachers to utilize their professional expertise and experience to customize arts learning for the individual students in the classroom. This allows for increased flexibility in which types of artistic genres and styles are included within locally adopted curricula to support student acquisition of artistic literacy. The new framework recognizes that high-quality arts learning can be realized in a myriad of ways, allowing schools and districts increased flexibility in how they might create artistic learning opportunities for students.

### CONCEPTUAL SHIFT

In the shift from skill-based learning standards to cognitive and artistic process-based learning standards, the arts techniques and skills become the activity by which learning is activated. Consider rigor as a process of building conceptual understandings, procedural skills and fluency, and applying learning. What this may look like in practice may vary from arts discipline to arts discipline, and even between genres or types of arts.

### IMPLICATIONS FOR INSTRUCTION

The 2024 Learning Standards for Fine Arts focus instruction on the cognitive and artistic processes and repositions the technical skills as the means by which students acquire the knowledge and understanding required for artistic and technical fluency.

### VISION OF HIGH-QUALITY INSTRUCTION IN THE ARTS

Munter (2014) outlines a framework characterizing a vision for high-quality instruction:

1. **Role of the teacher** – forms of guidance or instructional practices utilized by teacher
2. **Classroom discourse** – ways students participate in learning (e.g., listening, talking, doing, moving, singing, playing, etc.)
3. **Content-specific Tasks** – activities grounded in the artistic content used to support learning (e.g., projects, assignments, activities, etc.)

In addition to these three elements, high-quality instruction needs to be supported by a foundation of a welcoming classroom culture and high-levels of student engagement.

Consider the following guiding questions:

1. **Role of the teacher** – What pedagogical approaches and instructional strategies are utilized by the teacher to promote mastery and are aligned to best practices within the artistic domain?
2. **Classroom discourse** – How are students participating in the learning? What opportunities do students have to communicate (verbal, written, symbolic, movement, etc.) their understanding of the learning?
3. **Content-specific tasks** – What technical skills and cognitive processes are students engaging with?
4. **Classroom culture** – What teacher explicit and implicit actions encourage students to feel welcome and ready to learn in the classroom?
5. **Student engagement** – How are student interests included in the lesson activities? What strategies are used to support high levels of student engagement from all students?

### FRAMEWORK GUIDING QUESTIONS

<b>Instructional Vision</b>	What is your vision for teaching and learning in the arts?
<b>Artistic Literacy</b>	What knowledge and understanding are required to participate authentically in the arts? What abilities are required to demonstrate artistic fluency?
<b>Artistic Processes</b>	What are the cognitive, artistic, and physical actions, understandings, and skills required for arts learning?
<b>Enduring Understandings</b>	What are the overarching goals of arts learning? What should students carry forward from the learning?
<b>Grade- or Skill-Level Statements</b>	What are the targets for each grade- or skill-level to meet the goals of the enduring understandings? What indicators of performance should students be able to demonstrate?

## RATIONALE

The purpose of Ohio’s Learning Standards for Fine Arts: Dance is to provide a framework for dance education that lays a foundation for lifelong learning and understanding of dance. Through discovery, inquiry, analysis, and application, the standards promote:

- Critical thinking skills;
- Effective reading and comprehension skills of literature;
- The integration of technology both as a tool for communication and creative expression;
- Investigation into the global community and development of multiple perspectives of diverse cultures;
- Commitment to understanding the role of dance in our daily lives;
- Understanding and applying effective production of dance in an individual and ensemble setting; and
- Development of tools crucial to self-awareness and relationship-building with others.

## GUIDING PRINCIPLES

A high-quality dance education provides a unique set of learning experiences for students. The arts provide a unique outlet in a way no other subject can model. The following illustrates the guiding principles of the dance curriculum. Students need to:

- Incorporate creativity as part of their daily lives;
- Experience creating and performing with peers to develop leadership, ensemble-building skills, and artistic expression;
- Be able to respond to dance in the world in a thoughtful, knowledgeable, and meaningful way;
- Value the universality of the human experience using dance as a platform for expressing themselves and examining world perspectives; and
- Participate in dance to build critical life skills, including collaboration, problem-solving, creativity and innovation, self-discipline, leadership, and critical thinking.

## OVERVIEW OF THE 2024 DANCE STANDARDS

The dance standards emphasize understanding in areas that are necessary for engagement. The intent of the standards is to cultivate a student’s ability to participate in dance through the following Artistic Processes:

- Creating;
- Performing;
- Responding; and
- Connecting.

The new standards provide teachers with a framework that closely matches the unique goals of their specialized classes. The standards are presented in a grade-by-grade sequence from kindergarten through grade 8, and at three high school levels: Proficient, Accomplished, and Advanced. The standards are organized by artistic processes, which represent the principal ways dance instruction can be delivered in the classroom. A variety of factors contribute to the individuality of dance programs throughout the state. Factors may include but are not limited to, schedule, access to various technologies, time allotted, and class size. The flexibility of standards implementation is important because not all teachers may be capable of meeting every standard in every single grade band or course. However, the best practice is to ensure that each artistic process is addressed within the curriculum and instruction.

In addition, dance teachers use a variety of approaches, philosophies, and methods. Dance can be taught effectively in a multitude of ways. The standards are designed to allow space for the teacher to determine how to best deliver the content in ways that consider their students, communities, and available resources.

**Integration of Technology:** Opportunities to use technology as a tool are embedded within all the standards. Individual teachers and school districts have the flexibility to incorporate and apply technology, based on accessibility and practical use to enhance the artist/student within the construct of their curriculum. Educators acknowledging and providing technology opportunities allow for artistic space to explore new subjects and deepen their understanding of difficult concepts.

**Career Connections:** The arts allow opportunities for students to cultivate the types of essential thinking dispositions for life today, tomorrow, and well into the future. Woven into our Enduring Understandings, students are encouraged to express their sense of discipline, creativity, and perseverance. Through the arts, students will be prepared to engage in an increasingly complex and interconnected world.

## Dance Crosswalk Kindergarten

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	<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>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>	<b>Creating (CR)</b>	<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>	<p>Added 2024</p> <p>Rhythmic awareness added for vertical alignment</p> <p>1PE, 2PE, 5PE combined; now K.1CR</p> <p>4PE, 6PE, 7PE combined; now K.1CR</p> <p>3PE now K.1PE</p> <p>2PE combined with other indicators; now K.2CO</p>
<b>Producing Performing (PR)</b>	<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 theme across disciplines.</p>	<b>Performing (PE)</b>	<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>	<p>Standards related to the Creating process were moved.</p> <p>2PR and 3PR combined; now K.2CR</p> <p>4PR now K.3CR</p> <p>1PR broken into K.1PE and K.2PE for clarity of indicators</p> <p>5PR combined with other indicators; now K.2CO</p>
<b>Responding Reflecting (RE)</b>	<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>	<b>Responding (RE)</b>	<p>K.1RE Describe how movements can express feelings.</p> <p>K.2RE With prompting and support, 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>	<p>Standards related to the Connecting process were moved.</p> <p>4RE now K.3PE</p> <p>7RE now K.1CO</p>
		<b>Connecting (CO)</b>	<p>K.1CO Recognize dance as a tool for healthy living.</p> <p>K.2CO Explore dance forms from various cultures.</p>	<p>Added 2024</p>



## Grade 1

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	1PE Recognize and use descriptive language when engaging in conversations about their dance experiences. 2PE Recognize the similarities and differences between dance forms. 3PE Observe a culturally representative dance and describe the visual, kinetic and expressive elements. 4PE Explore ways to use their imaginations when engaged in dance-making. 5PE Recognize and talk about how dancing can build coordination and memory. 6PE Describe what a choreographer does and find examples of dances by choreographers in their school or community. 7PE Describe different ways that movements shaped into dance depict feelings and emotions.	<b>Creating (CR)</b>	1.1CR Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space, and movement quality. 1.2CR Explore structured improvisations and movement phrases within a central theme. 1.3CR Explore and combine rhythmic play during movement studies.	Added 2024 Rhythmic awareness added for vertical alignment 3PE combined with other indicators; now 1.2CO 7PE now 1.1RE
<b>Producing Performing (PR)</b>	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. 2PR Create and perform a memorized movement sequence with a clear beginning, middle and end. 3PR Play creatively with rhythm games. 4PR Cooperate with others to make decisions during a dance activity. 5PR Learn developmentally appropriate cultural dances. 6PR Explore movement to create images using words, sound and music. 7PR Explore and use a range of subject matter to create original dance improvisations and dances.	<b>Performing (PE)</b>	1.1PE Demonstrate awareness of moving safely within personal and general space. 1.2PE Demonstrate and use basic elements of dance. 1.3PE Cooperate with others to make decisions during a dance activity.	Standards related to the Creating process were moved. 1PR now 1.1CR 2PR, 6PR, 7PR combined; now 1.2CR 3PR now 1.3CR 5PR combined with other indicators; now 1.2CO
<b>Responding Reflecting (RE)</b>	1RE Assess their own learning in dance and express ways to improve it. 2RE Share their dance-making processes with one another. 3RE Demonstrate and discuss how to respond to dance as an audience member. 4RE Demonstrate responsibility and social skills when collaborating with peers. 5RE Share their ideas about dances they observe and tell what they think the work was about. 6RE Discuss how dance can help people communicate. 7RE Recognize and discuss why dance is a healthy activity.	<b>Responding (RE)</b>	1.1RE Describe how movement and shapes communicate feelings. 1.2RE Demonstrate and discuss how to respond to dance as an audience member. 1.3RE Discuss the meaning of specific dances.	Standards related to the Connecting process were moved. 4RE now 1.3PE 7RE now 1.1CO
		<b>Connecting (CO)</b>	1.1CO Recognize and discuss why dance is a healthy activity. 1.2CO Learn developmentally appropriate cultural dances.	Added 2024

## Grade 2

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	1PE Name and use dance movement vocabulary when exploring, making and describing dance. 2PE Recognize how technology increases opportunities to view dance worldwide. 3PE Observe and explore dance forms from various cultures. 4PE Notice and point out the expressive details of dances made and shared. 5PE Identify sources that inspire dance-making. 6PE Recognize and point out basic elements and concepts in their dance studies and those of others.	<b>Creating (CR)</b>	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. 2.2CR Create and perform a memorized movement phrase with a clear beginning, middle, and end. 2.3CR Explore dance vocabulary and basic choreographic devices and structures using a range of music genres.	Added 2024 Rhythmic awareness was added for vertical alignment. 1PE now 2.2PE 3PE combined with other indicators; now 2.2CO
<b>Producing Performing (PR)</b>	1PR Explore the basic elements of dance with an emphasis on expression, focus, and confidence. 2PR Use technology to view dances and shape dance-making. 3PR Share responsibility for collaborating with peers to create movement sequences and informal dances. 4PR Explore dance movement vocabulary and basic compositional elements using a range of music genres. 5PR Engage in dance experiences that explore social and multicultural themes.	<b>Performing (PE)</b>	2.1PE Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing. 2.2PE Name and use basic elements of dance and movement vocabulary when exploring, making, and describing dance. 2.3PE Collaborate with peers to create movement studies and informal dances.	Standards related to the Creating process were moved. 5PR combined with other indicators; now 2.2CO 4PR now 2.3CR
<b>Responding Reflecting (RE)</b>	1RE Use feedback and basic self-assessment strategies to improve their dances and dance-making. 2RE Talk about the meanings of dances seen and made. 3RE Share responsibility to collaborate with peers to create movement sequences. 4RE Describe how dancing can be beneficial to a healthy lifestyle. 5RE Share their preferences for the dances they observe and consider those of their peers. 6RE Discuss how dance can help people communicate.	<b>Responding (RE)</b>	2.1RE Describe different ways movements shaped into dance depict feelings and emotions. 2.2RE Consistently demonstrate and discuss how to respond to dance as an audience member. 2.3RE Share preferences and create responses for observed dance performances.	Standards related to the Connecting process were moved. 4RE now 2.1CO
		<b>Connecting (CO)</b>	2.1CO Recognize and discuss how dance is an avenue for physical fitness. 2.2CO Observe, learn, and explore dance forms from various cultures.	Added 2024

## Grade 3

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	1PE Develop an understanding of dance concepts and vocabulary. 2PE Observe, identify, and describe basic choreographic elements. 3PE Observe the dances created by peers and identify and discuss creative problem-solving strategies. 4PE Recognize the connection of somatic sensation of breath and kinesthetic awareness to their personal movement. 5PE Recognize and describe the role of dance in their lives and communities.	<b>Creating (CR)</b>	3.1CR Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas. 3.2CR Improvise, create, and perform dances in response to movement prompts. 3.3CR Explore dance vocabulary and choreographic devices using a range of music genres. 3.4CR Recognize how current media and the latest technologies increase opportunities for how dance is viewed worldwide. 3.5CR Observe and give feedback to peer-created dances using creative problem-solving strategies.	Added 2024 3PE now 3.5CR 5PE now 3.2CO
<b>Producing Performing (PR)</b>	1PR Explore and improvise with basic choreographic elements. 2PR Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas. 3PR Learn dances related to the cultures represented in the local community. 4PR Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing. 5PR Assume shared responsibility for collaboration with peers to create original movement sequences and dances.	<b>Performing (PE)</b>	3.1PE Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing. 3.2PE Develop an understanding of elements of dance and movement vocabulary when exploring, creating, and describing dance. 3.3PE Demonstrate shared responsibility for collaboration with peers to create original movement studies and dances.	Standards related to the Creating process were moved. 1PR, 2PR combined; now 3.1CR
<b>Responding Reflecting (RE)</b>	1RE Reflect and share personal reactions to viewing, creating, and performing dances. 2RE Recognize and identify personal characteristics and how these are reflected in their movements. 3RE Describe themes, concepts, and ideas from other content areas that are reflected in dances they view. 4RE Describe why safe practices and kinesthetic awareness are important for participation in dance. 5RE Describe the relationship among visual, aural, and kinesthetic elements in a dance that is performed or observed. 6RE Discuss and develop individual and shared criteria to assess dance performances.	<b>Responding (RE)</b>	3.1RE Describe the relationship between music and movement in creating meaning for dances performed or observed. 3.2RE Demonstrate appropriate audience etiquette. 3.3RE Reflect and share personal reactions to viewing dances.	Standards related to the Connecting process were moved. 1RE, 2RE, 3RE combined, now 3.3RE 4RE now 3.1CO 5RE now 3.1RE
		<b>Connecting (CO)</b>	3.1CO Describe why safe practices are important for participation in dance. 3.2CO Recognize and describe the role of dance in life and community.	Added 2024



## Grade 4

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	1PE Relate specific dance concepts and vocabulary to meanings conveyed through dance. 2PE Observe, identify, and describe basic choreographic elements. 3PE Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary. 4PE Increase kinesthetic awareness by attending to and describing a range of somatic ideas. 5PE Recognize and describe features of dance in Ohio and how it represents local cultural values.	<b>Creating (CR)</b>	4.1CR Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas. 4.2CR Invent multiple solutions to movement prompts, improvisations, and dance compositions. 4.3CR Apply and combine the elements of dance to express ideas, feelings, moods, and personal narratives. 4.4CR Recognize how current media and the latest technologies increase opportunities for how dance is created and viewed worldwide. 4.5CR Observe the dances created by peers and identify creative problem-solving strategies using dance concepts and vocabulary.	Added 2024 3PE now 4.5CR 5PE combined with other indicators; now 4.2CO
<b>Producing Performing (PR)</b>	1PR Learn and demonstrate dances from various cultures represented in Ohio, past and present. 2PR Invent multiple solutions to movement prompts, improvisations, and dance compositions by varying aspects of space, time or energy. 3PR Improvise, create, and perform dances in response to prompts. 4PR Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences 5PR Apply and combine the elements of dance to express ideas, feelings, moods, and personal narratives.	<b>Performing (PE)</b>	4.1PE Demonstrate kinesthetic awareness and safe practices when performing developmentally appropriate movements and sequences. 4.2PE Develop an increasing understanding of the elements of dance and movement vocabulary when exploring, creating, and describing dance. 4.3PE Demonstrate leadership when working alone, with partners, and in small groups to improvise and solve movement problems.	Standards related to the Creating process were moved. 1PR combined with other indicators; now 4.2CO 2PR now 4.2CR 3PR now 4.1CR
<b>Responding Reflecting (RE)</b>	1RE Discuss personal reactions to dances viewed or performed and explain how these reactions relate to personal artistic criteria. 2RE Discuss personal assessment of movement skills and challenges in performing dance movements of increasing difficulty. 3RE Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed. 4RE Demonstrate inquiry skills when stating and supporting their views about dance. 5RE Give and receive constructive feedback to produce dances that achieve learning goals.	<b>Responding (RE)</b>	4.1RE Describe the relationship between music and movement in creating meaning for dances performed or observed. 4.2RE Demonstrate appropriate audience etiquette. 4.3RE Defend personal reactions to an observed dance performance.	Standards related to the Connecting process were moved. 1RE, 2RE, 4RE combined; now 4.3RE
		<b>Connecting (CO)</b>	4.1CO Demonstrate safety while creating and performing. 4.2CO Recognize and describe features of dance and how cultural values are represented.	Added 2024

## Grade 5

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	<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>	<b>Creating (CR)</b>	<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>	<p>Added 2024</p> <p>5PE combined with other indicators; now 5.2CO</p>
<b>Producing Performing (PR)</b>	<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>	<b>Performing (PE)</b>	<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>	<p>Standards related to the Creating process were moved.</p> <p>2PR now 5.1CO</p> <p>3PR combined with other indicators; now 5.2CO</p> <p>4PR now 5.2CR</p> <p>5PR now 5.1CR</p>
<b>Responding Reflecting (RE)</b>	<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>	<b>Responding (RE)</b>	<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>	<p>Standards related to the Connecting process were moved.</p> <p>1RE and 2RE combined; now 5.3RE</p>
		<b>Connecting (CO)</b>	<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>	<p>Added 2024</p>

## Grade 6

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	<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>	<b>Creating (CR)</b>	<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 a movement study using stimuli (music, observed dance, literary forms, notation, natural phenomena, personal experience).</p> <p>6.3CR Identify the movement vocabulary for contrasting genres to transfer ideas into choreography.</p> <p>6.4CR Explore technology, including new media, to create, record, or explore dance in conventional and innovative ways.</p> <p>6.5CR Explore possible movement revisions based on collaborative feedback</p>	<p>Added 2024</p> <p>1PE, 2PE, 4PE combined; now 6.2PE</p>
<b>Producing Performing (PR)</b>	<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>	<b>Performing (PE)</b>	<p>6.1PE Demonstrate movement phrases with clarity, focus, alignment, strength, flexibility, coordination, skill, and kinesthetic awareness.</p> <p>6.2PE Demonstrate awareness of the body as it moves in relation to the elements of dance.</p> <p>6.3PE Demonstrate leadership when working alone, with partners, and in small groups.</p> <p>6.4PE Demonstrate technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p>	<p>Standards related to the Creating process were moved.</p> <p>1PR, 2PR combined; now 6.2CR</p>
<b>Responding Reflecting (RE)</b>	<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>	<b>Responding (RE)</b>	<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>	<p>Standards related to the Connecting process were moved.</p> <p>2RE now 6.2CO</p>
		<b>Connecting (CO)</b>	<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>	<p>Added 2024</p>

## Grade 7

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	<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>	<b>Creating (CR)</b>	<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 explore dance in conventional and innovative ways.</p> <p>7.5CR Explore possible movement revisions based on collaborative feedback.</p>	<p>Added 2024</p> <p>1PE now 7.1RE</p>
<b>Producing Performing (PR)</b>	<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>	<b>Performing (PE)</b>	<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>7.3PE Demonstrate leadership when working alone, with partners, and in small groups to improvise.</p> <p>7.4PE Demonstrate technical dance skills (alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility, or range of motion).</p>	<p>Standards related to the Creating process were moved.</p> <p>4PR now 7.1CR</p> <p>6PR now 7.1CO</p>
<b>Responding Reflecting (RE)</b>	<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>	<b>Responding (RE)</b>	<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>	<p>Standards related to the Connecting process were moved.</p> <p>1RE now 7.2CO</p>
		<b>Connecting (CO)</b>	<p>7.1CO Use 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 the development of 21st-century skills.</p>	<p>Added 2024</p>

## Grade 8

2012		2024		CHANGES AND RATIONALE
<b>Perceiving Knowing (PE)</b>	<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>	<b>Creating (CR)</b>	<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 or share dance in creative ways.</p> <p>8.5CR Revise choreography, collaboratively, or independently, based on self-reflection and feedback from others.</p>	<p>Added 2024</p> <p>7PE combined with other indicators; now 8.2CO</p>
<b>Producing Performing (PR)</b>	<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>	<b>Performing (PE)</b>	<p>8.1PE Consistently demonstrate movement phrases with increased clarity, focus, alignment, strength, flexibility, coordination, skill, and kinesthetic awareness.</p> <p>8.2PE Consistently 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, and range of motion).</p>	<p>Standards related to the Creating process were moved.</p> <p>3PR now 8.4CR</p>
<b>Responding Reflecting (RE)</b>	<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>	<b>Responding (RE)</b>	<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 Use 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>	<p>Standards related to the Connecting process were moved.</p> <p>3RE, 4RE combined; now 8.3CR</p> <p>5RE combined with other indicators; now 8.2CO</p> <p>6RE now 8.3CO</p>
		<b>Connecting (CO)</b>	<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 various external contexts impact dance and articulate how meaning in dance is communicated and understood.</p> <p>8.3CO Justify how participation in dance develops 21<sup>st</sup>-century skills applicable to life.</p>	<p>Added 2024</p>



## High School

2012		2024		CHANGES AND RATIONALE
<b>Perceiving/Knowing (PE)</b>		<b>Creating (CR)</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>	<b>HS Proficient (HSP)</b>	<p>HSP.1CR Create a dance that demonstrates expression and clarity of intention.</p> <p>HSP.2CR Create movement studies representing various cultures or historical periods.</p> <p>HSP.3CR Explore interdisciplinary ideas to inspire and support the choreographic process.</p> <p>HSP.4CR Integrate the use of technology with the elements of dance in a new composition.</p> <p>HSP.5CR Explore a variety of improvisational techniques to generate and revise movement material.</p>	Standards were revised to reflect Bloom's taxonomy through the High School levels. 1PE, 3PE, 4PE combined; now HSP.2CO 2PE now HSP.1CO
<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>	<b>Accomplished (AC)</b>	<p>HSAC.1CR Create a dance that demonstrates a variety of complex movement phrases and the ability to collaborate with an ensemble.</p> <p>HSAC.2CR Create movement studies that explore a universal theme.</p> <p>HSAC.3CR Choreograph movement studies that incorporate a multidisciplinary approach to the process.</p> <p>HSAC.4CR Demonstrate and integrate the use of current media and the latest technologies to inspire, create, or record dance.</p> <p>HSAC.5CR Design and implement a variety of choreographic devices for movement generation and revision, both individually and collaboratively.</p>	Standards were revised to reflect Bloom's taxonomy through the High School levels. 1PE now HSAC.2CO 3PE now HSAC.1CO
<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>	<b>Advanced (AD)</b>	<p>HSAD.1CR Create a personal work that demonstrates originality, clarity of intent, and a dynamic range of movement.</p> <p>HSAD.2CR 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.3CR Synthesize choreographic content generated from stimulating materials while experimenting in defining individual artistic intent.</p> <p>HSAD.4CR Demonstrate and integrate the use of current media and the latest technologies to inspire, create, or record dance.</p> <p>HSAD.5CR Review, revise, and refine an original dance with attention to all production elements.</p>	Standards were revised to reflect Bloom's taxonomy through the High School levels. 1PE now HSAD.2CO 3PE now HSAC.1CO
<b>Producing/Performing (PR)</b>		<b>Performing (PE)</b>		
<b>Beginning</b>	<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>	<b>HS Proficient (HSP)</b>	<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>	Standards related to the Creating process were moved. Standards were revised to reflect Bloom's taxonomy through the High School levels. 3PR now HSP.1CR 6PR now HSP.2CR



## High School

2012		2024		CHANGES AND RATIONALE
<b>Intermediate</b>	<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>	<b>Accomplished (AC)</b>	<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.</p>	<p>Standards related to the Creating process were moved.</p> <p>Standards were revised to reflect Bloom's taxonomy through the High School levels.</p> <p>1PR, 3PR combined; now HAC.1CR</p> <p>4PR now HSAC.1CO</p>
<b>Advanced</b>	<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>	<b>Advanced (AD)</b>	<p>HSAD.1PE Perform movement studies while demonstrating originality, clarity of intent, focus (both inward and outward), and a broad range of 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>	<p>Standards related to the Creating process were moved.</p> <p>Standards were revised to reflect Bloom's taxonomy through the High School levels.</p> <p>1PR now HSAD.1CR</p> <p>3PR now HSAD.1CO</p> <p>7PR now HSAD.5CO</p>
<b>Responding/Reflecting (RE)</b>		<b>Responding (RE)</b>		
<b>Beginning</b>	<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>HS Proficient (HSP)</b>	<p>HSP.1RE Recognize and identify fundamental dance concepts in selected dance works.</p> <p>HSP.2RE Use 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>	<p>Standards related to the Connecting process were moved.</p> <p>Standards were revised to reflect Bloom's taxonomy through the High School levels.</p> <p>1RE, 2RE, 7RE combined; now HSP.2RE</p> <p>5RE now HSP.5CO</p>

## High School

2012		2024		CHANGES AND RATIONALE
<b>Intermediate</b>	1RE Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings. 2RE Critique a dance based on fundamental dance concepts. 3RE Understand the impact of government policy on the arts. 4RE Discuss technical theater and design innovations that have affected dance production. 5RE Examine the traditions, techniques, and cultural contexts of various dance styles. 6RE Explain how a choreographer’s philosophy, heritage, and cultural traditions influenced his or her choreography. 7RE Develop and refine beliefs and questions about dance experiences.	<b>Accomplished (AC)</b>	HSAC.1RE Critique a dance based on fundamental dance concepts. HSAC.2RE Use 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. HSAC.3RE Develop and refine personal beliefs and questions about dance experiences based on aesthetic opinions. HSAC.4RE Illustrate artistry and technical proficiency in dance performance and observed dance works.	Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels. 1RE combined; now HAC.2RE 2RE now 1HSAC.RE 4RE now HSAC.5CO
<b>Advanced</b>	1RE Identify and raise aesthetic questions about dance experiences and how they deepen somatic understandings. 2RE Review, revise, and refine an original dance with attention to full production values. 3RE Critique personal dances and those of others based on specific dance aesthetics. 4RE Discuss advanced technical theater and design innovations that have affected contemporary dance production. 5RE Explain how a choreographer’s philosophy, heritage, and cultural traditions influenced his or her choreography. 6RE Articulate, justify, and produce a personal philosophy of dance. 7RE Research government policy and its impact on the art form of dance, education, and arts advocacy at the local and national level.	<b>Advanced (AD)</b>	HSAD.1RE Critique personal dances and those of others based on specific dance aesthetics. HSAD.2RE Explore the connection between somatic understanding and performance technique. HSAD.3RE Articulate, justify, and produce a personal philosophy of dance and respond thoughtfully to the viewpoints of others. HSAD.4RE Analyze artistry and technical proficiency in dance performance and observed dance works.	Standards related to the Connecting process were moved. Standards were revised to reflect Bloom’s taxonomy through the High School levels. 3RE now HSAD1.RE 4RE now HSAD.4CO
		<b>Connecting (CO)</b>		
		<b>HS Proficient (HSP)</b>	HSP.1CO Identify and explore anatomical, kinesiological, self-regulation, and other health compositions essential to dancer wellness. HSP.2CO Identify dance in global cultures, theatrical styles, screen dance, and historical periods. HSP.3CO Explore how 21st-century skills developed in dance translate to a chosen career path. HSP.4CO Discuss technical theater and design innovations. HSP.5CO Identify production elements and techniques necessary for performance.	Added 2024
		<b>Accomplished (AC)</b>	HSAC.1CO Develop strategies that promote personal health, self-regulation, injury prevention, care, and rehabilitation. HSAC.2CO Explore a diverse range of dance in global cultures, screen dance, theatrical styles, and historical periods. HSAC.3CO Use established research methods and techniques to investigate a topic in careers connected to dance. HSAC.4CO Describe technical theater and design innovations in a historical or current context.	Added 2024



High School		
2012	2024	CHANGES AND RATIONALE
	<b>Advanced (AD)</b> HSAD.1CO Apply strategies that promote personal health, self-regulation, injury prevention, care, and rehabilitation. HSAD.2CO Investigate and draw conclusions comparing a diverse range of dance in global cultures, theatrical styles, and historical periods. HSAD.3CO Investigate various dance-related careers through a variety of research methods and techniques. HSAD.4CO Interpret and analyze technical theater and design innovations that have affected dance production. HSAD.5CO Apply production techniques to collaborative event planning and arts administration skills.	Added 2024