



Ohio's Learning Standards
Fine Arts: Dance

June 2022 Draft

Introduction to Ohio's Learning Standards for Fine Arts: Dance

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 the 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;
- Development of empathy and social-emotional tools crucial to self-awareness and relationship building with others.

GUIDING PRINCIPLES

A strong education in dance 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;

- Participate in dance to build critical life skills, including collaboration, problem-solving, creativity and innovation, self-discipline, leadership and critical thinking.

THE 2022 DANCE STANDARDS

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

- Creating;
- Performing;
- Responding;
- 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 high school. The standards are provided in "strands" that represent the principal ways dance instruction can be delivered in the classroom.

A variety of factors contribute to the individual 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 standard implementation is important because not all teachers are capable of meeting every standard in every single grade band.

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 deliver the content.

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 within the construct of their curriculum. Educators acknowledging and providing technology opportunities allows for artistic space to explore new subjects and deepen their understanding of difficult concepts.

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 own personal sense of discipline, creativity and perseverance. Through the arts, students will be prepared to engage in an increasingly complex and interconnected world

Ohio's Learning Standards for Fine Arts: Dance

KINDERGARTEN – GRADE 8

ENDURING UNDERSTANDINGS

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.



GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <p>K.1CO Recognize dance as a tool for healthy living.</p> <p>K.2CO Explore dance forms from various cultures.</p>
GRADE 1	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <p>1.1CO Recognize and discuss why dance is a healthy activity.</p> <p>1.2CO Learn developmentally appropriate cultural dances.</p>
GRADE 2	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <p>2.1RE Describe different ways movements shaped into dance depict feelings and emotions.</p> <p>2.2RE Consistently 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>	<p>CONTENT STATEMENTS</p> <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	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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 LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 4	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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	<p>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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	<p>CONTENT STATEMENTS</p> <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 a 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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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	<p>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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 development of 21st century skills.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
	<p>7.5CR Explore possible movement revisions based on collaborative feedback.</p>			
<p>GRADE 8</p>	<p>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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

ENDURING UNDERSTANDINGS

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
PROFICIENT	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>CONTENT STATEMENTS</p> <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>
ACCOMPLISHED	<p>CONTENT STATEMENTS</p> <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 or socio-political or global issue.</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 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>	<p>CONTENT STATEMENTS</p> <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 or socio-political or global issue.</p>	<p>CONTENT STATEMENTS</p> <p>HSAC.1RE Critique a dance based on fundamental dance concepts.</p> <p>HSAC.2RE Use 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>	<p>CONTENT STATEMENTS</p> <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>
ADVANCED	<p>CONTENT STATEMENTS</p> <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 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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>	<p>CONTENT STATEMENTS</p> <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>