**Ohio Department of Education**

**Dance Standards**

**GRADES K-1-2**

**ENDURING UNDERSTANDINGS**

- **Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through dance.
- **Critical and Creative Thinking:** 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.
- **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform dances to address genuine local and global community needs.
- **Literacy:** As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.

**PROGRESS POINTS**

Students will, at the appropriate developmental level:

- A. Recognize that people from various times and cultures value and enjoy dancing, making dances and reflecting on dances as distinct human endeavors.
- B. Explore a range of dance concepts, genres, forms and styles to construct meaning.
- C. Connect kinesthetic awareness and dance making with individual choice and personal cultural identity.
- D. Produce informal and formal dances that express experiences, imagination and ideas.
- E. Use their own developing language and dance vocabulary to form and express opinions.

**COGNITIVE & CREATIVE LEARNING PROCESSES**

**PERCEIVING/KNOWING (PE)**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CONTENT STATEMENTS</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>1PE Demonstrate curiosity and engagement with the dances they observe and experience. 2PE Observe and explore dance forms from various cultures. 3PE Demonstrate awareness of moving safely within personal and general space. 4PE Identify and name basic concepts used in dance. 5PE Observe dances and dancers and share what they see using words, pictures or movements. 6PE Name and point out basic dance elements, subject matter and movements in dances they create and view. 7PE Describe the meaning of the movements and shapes made in space.</td>
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<tr>
<td>1</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>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.</td>
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**PRODUCING/PERFORMING (PR)**

<table>
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<tr>
<td>K</td>
<td>1PR Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning. 2PR Explore movement ideas for dance-making based on observation, memory, imagination and experience. 3PR Explore, select and combine dance concepts and improvisational elements to communicate subject matter in dance-making. 4PR Explore and combine rhythmic play in movement sequencing, problem-solving and to construct meaning. 5PR Engage in and learn developmentally appropriate cultural dances. 6PR Explore structured improvisations and movement sequences that explore a central theme across disciplines.</td>
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<tr>
<td>1</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>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 patterns 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.</td>
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**RESPONDING/REFLECTING (RE)**

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<tr>
<td>K</td>
<td>1RE Demonstrate awareness of their dance movements and ideas for generating them. 2RE Communicate ideas, stories and personal experiences they see in dances performed using their own developing language. 3RE Demonstrate and discuss how to respond to dance as an audience member. 4RE Demonstrate social skills when collaborating with peers to create and perform dances. 5RE Recognize that people have different opinions and responses to works of art. 6RE Show confidence and pride in their artistic accomplishments. 7RE Recognize dancing as a tool for healthful living.</td>
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<tr>
<td>1</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>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.</td>
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**ENDURING UNDERSTANDINGS**

- **Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through dance.
- **Critical and Creative Thinking:** 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.
- **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform dances to address genuine local and global community needs.
- **Literacy:** As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.

**PROGRESS POINTS**

**Students will, at the appropriate developmental level:**

A. Examine a range of dance forms to gain insight into the historical and cultural traditions of local and global communities.
B. Identify and apply dance concepts and processes to communicate meanings, moods and ideas in personal and collaborative dance works.
C. Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges.
D. Communicate personal responses to artistic works giving reasons for their interpretations and preferences.
E. Improve, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces.
F. Provide and use feedback to improve and refine movement explorations.

**COGNITIVE & CREATIVE LEARNING PROCESSES**

### PERCEIVING/KNOWING (PE)

<table>
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<th>3PE</th>
<th>4PE</th>
<th>5PE</th>
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<tr>
<td><strong>3</strong></td>
<td>Develop an understanding of dance concepts and vocabulary.</td>
<td>Observe, identify and describe basic choreographic elements.</td>
<td>Observe the dances created by peers and identify and discuss creative problem-solving strategies.</td>
<td>Recognize the connection of somatic sensation of breath and kinesthetic awareness to their personal movement.</td>
<td>Recognize and describe the role of dance in their lives and communities.</td>
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### PRODUCING/PERFORMING (PR)

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<td><strong>3</strong></td>
<td>Explore and improve with basic choreographic elements.</td>
<td>Improvise and create movements that reflect an understanding of themes from a range of sources, including other content areas.</td>
<td>Learn dances related to the cultures represented in the local community.</td>
<td>Demonstrate kinesthetic awareness, self-direction and safe practices when improvising and performing.</td>
<td>Assume shared responsibility for collaboration with peers to create original movement sequences and dances.</td>
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### RESPONDING/REFLECTING (RE)

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<th>6RE</th>
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<td><strong>3</strong></td>
<td>Reflect and share personal reactions to viewing, creating and performing dances.</td>
<td>Recognize and identify personal characteristics and how these are reflected in their movements.</td>
<td>Describe themes, concepts and ideas from other content areas that are reflected in dances they view.</td>
<td>Describe why safe practices and kinesthetic awareness are important for participation in dance.</td>
<td>Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed.</td>
<td>Discuss and develop individual and shared criteria to assess dance performances.</td>
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| **4** | Discuss personal assessment of movement skills and challenges in performing dance movements of increasing difficulty. | Describe the relationship among visual, aural and kinesthetic elements in a dance that is performed or observed. | Demonstrate inquiry skills when stating and supporting their views about dance. | Give and receive constructive feedback to produce dances that achieve learning goals. | \n
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**2012 Dance Standards**

**GRADES 3 - 4 - 5**

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**Ohio Department of Education**
### Ohio Revised Dance Standards

**GRADES 6 – 8**

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDINGS</th>
<th>PROGRESS POINTS</th>
<th>COGNITIVE &amp; CREATIVE LEARNING</th>
<th>PERCEIVING/KNOWING (PE)</th>
<th>PRODUCING/PERFORMING (PR)</th>
<th>RESPONDING/REFLECTING (RE)</th>
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<tr>
<td>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through dance.</td>
<td>Students will, at the appropriate developmental level: A. Demonstrate increased awareness of how the body moves in the environment and in relation to others. B. Engage in diverse dance movement genres, forms and styles. C. Experience relationships between dance, rhythm and musical accompaniment. D. Use available technology and new media arts to create and record dances in conventional and creative ways. E. Understand why and how dance is a valuable proficiency for community and career development. F. Demonstrate safe and healthy dance practices. G. Reflect on the cultural, collaborative and interdisciplinary functions of dance. H. Begin to articulate a personal aesthetic and dance preference. I. Recognize that examining the socio-cultural traditions and historical and political significance of dances deepens personal understanding of their worlds.</td>
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<td>Critical and Creative Thinking: 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.</td>
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<td>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform dances to address genuine local and global community needs.</td>
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<td>Literacy: As consumers, critics and creators, students evaluate and understand performances, choreographies, improvisations and other texts produced in the media forms of the day.</td>
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**Ohio Revised Dance Standards**

**GRADES 6 – 8**

**PERCEIVING/KNOWING (PE)**

1PE Deepen personal awareness of the expressive body as it moves and feels in personal and communal spaces.

2PE Deepen personal awareness of the expressive body as it moves and feels in relation to the dance elements.

3PE Observe and ask questions about movement concepts.

4PE Explore the body’s range of movement possibilities.

5PE View works by various influential choreographers.

6PE Recognize how thoughts and ideas influence dance.

7PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.

**PRODUCING/PERFORMING (PR)**

1PR Create movement that is influenced by personal, social, cultural and political concepts.

2PR Perform dances from various global cultures, theatrical styles and historical periods.

3PR Perform movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.

4PR Demonstrate and use available technology including new media to create, record and share dances in conventional and innovative ways.

5PR Demonstrate how to dance with a supporting partner or group.

**RESPONDING/REFLECTING (RE)**

1RE Identify a variety of career possibilities in which dance skills are useful.

2RE Explain the role of dance in daily life across various periods and cultures and provide examples.

3RE Identify an influential choreographer and describe his or her choreographic work in terms of genre, form and style.

4RE State and support a personal preference of dance genre, form and style.

5RE Create and apply criteria to make judgments about self-made dances and dances made by others.

6RE Share ideas and raise questions about the relevance of dance skills to their lives and adult career choices.

**CONTENT STATEMENTS**

**6**

1PE Demonstrate a perspective by exploring different societal values on the meaning and function of dances made, performed or shared.

2PE View choreographic works and improvisations by various influential choreographers.

3PE Explore the expressive body range of movement possibilities.

4PE Sense and express the impact and interrelationship between dance and the body’s physical and emotional state of being.

5PE Recognize and discuss how thoughtful inquiry influences dance making, performing and sharing.

6PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.

**7**

1PE Attend to, consider and articulate the aesthetic qualities in dances observed.

2PE Explore and interpret the expressive body’s movement possibilities in relation to other choreography tools and dance techniques with increased skill.

3PE View and describe choreographic works and improvisations by various influential choreographers.

4PE Explore the body’s range of movement possibilities.

5PE Observe dances with attention to rhythmic structure, with or without musical accompaniment.

6PE Observe how gender influences dance across cultures.

7PE Investigate and explain how cultural and ethnic groups contribute to the development of a particular dance.

**8**

1PE Deepen personal awareness of the expressive body as it moves and feels in personal and communal spaces.

2PE Observe and ask questions about movement concepts.

3PE Observe movement phrases with increased focus, alignment, strength, flexibility, coordination and skill.

4PE Demonstrate how to dance with a supporting partner or group.

5PE Recognize that examining the socio-cultural traditions and historical and political significance of dances deepens personal understanding of their worlds.
Students will:

- Understand the ways in which dance is a meaningful expression of culture in past and present societies.
- Inquire about and reflect on the significance and value of dance in their lives and society.
- Create, interpret, and perform dances to demonstrate understanding of choreographic principles, processes and structures.
- Express orally and in writing their interpretations and evaluations of dances they observe and perform.
- Create dances that connect to and are inspired by interdisciplinary content.
- Present points of view about dance and respond thoughtfully to the viewpoints of others.
- Understand the ways in which technological, financial and human resources impact the creation and performance of dance.

** Literacy: As consumers, critics and creators, students evaluate and understand dance performance and other texts produced in the media forms of the day.

** COGNITIVE & CREATIVE LEARNING PROCESSES**

**ACHIEVEMENT CONTENT STATEMENTS**

**PERCEIVING/KNOWING (PE)**

- Explain how the study of dance broadens perspectives on the arts and the connection to the global community.
- Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.
- Observe and describe specific historic and traditional dances from various cultures.
- Explain the impact of history and culture on dance as an art form.
- Recognize the importance of artistic and technical proficiency in dance.
- Articulate points of view about dance and respond thoughtfully to the viewpoints of others.
- Use inquiry skills to develop opinions about dance.

**PRODUCING/PERFORMING (PR)**

- Explore a variety of improvisational techniques in order to generate original movement sequences and the ability to collaborate with an ensemble.
- Explore interdisciplinary ideas to support and inspire the choreographic process.
- Demonstrate self-direction and accountability for technical growth to facilitate communication.
- Create and perform dances from various cultures and historical periods.

**RESPONDING/REFLECTING (RE)**

- Apply review and revision processes to improve personal dance works.
- Identify criteria for assessing dance performances.
- Analyze and interpret recognized works by a variety of historical and contemporary choreographers.
- Analyze and discuss the relationship between form and meaning in dances from various cultures.
- Discuss technical theater and design innovations.
- Make entries in journals and create goals that connect somatic understanding with the ability to enhance performance and technique.
- Evaluate and refine the elements of an effective rehearsal process.

**BEGINNING LEVEL**

1PE Explain how the study of dance broadens perspectives on the arts and the connection to the global community.

2PE Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.

3PE Observe and describe specific historic and traditional dances from various cultures.

4PE Explain the impact of history and culture on dance as an art form.

5PE Recognize the importance of artistic and technical proficiency in dance.

6PE Articulate points of view about dance and respond thoughtfully to the viewpoints of others.

7PE Use inquiry skills to develop opinions about dance.

**INTERMEDIATE LEVEL**

1PE Explain the connections between dance, other arts areas and disciplines outside the arts.

2PE Determine how personal perspectives influence aesthetic opinions about dance.

3PE Identify and explore how the study of dance provides knowledge and skills essential to life and personal health.

4PE Recognize the importance of artistic and technical proficiency in dance.

5PE Observe, analyze and describe a dance and its historical or global context.

6PE Understand how the mind-body connection influences choreography and dance technique.

**ADVANCED LEVEL**

1PE Demonstrate and explain how the study of dance provides knowledge and skills essential to life and personal health.

2PE Synthesize somatic information in response to what they observe and perform.

3PE Examine ways in which various dance works relate to the themes and issues of their historical, global and social contexts.

4PE Articulate the aesthetics of dance and reflect on how it relates to dance in their lives and the lives of others.

5PE Recognize the importance of artistic and technical proficiency in dance.

6PE Appreciate how the imagination inspires personal and diverse approaches to the choreographic process.

**Ohio Department of Education**

**2012 Dance Standards**

**GRADES 9 – 12**