

2015 DRAFT Arizona Arts Standards

Dance Standards K - High School

Thank you for reviewing the 2015 DRAFT Dance Standards.

[You can find the link for the survey to give us input here.](#)

What's new?

Here are some things to look for in these DRAFT standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting**. Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.

2. The DRAFT standards are organized grade by grade, with 3 levels for High School, instead of into skill levels. This allows for greater differentiation of instruction and for ease of measuring student progress over time.

3. The three High School levels are roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced).

4. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms.

Creating - Conceiving and developing new artistic ideas and work.	Performing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

	Kindergarten	1st Grade	2nd Grade	
Creating				Creating
Anchor 1	a. Move safely in personal and general space and start and stop on cue during movement explorations.	a. Move safely in a variety of spatial relationships and formation with other dancers, sharing and maintaining personal and general space.	a. Move safely in a variety of spatial relationships and formation with other dancers, sharing and maintaining personal and general space.	Anchor 1
	b. Explore different ways to do several basic locomotor and non-locomotor movements.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space.	
	c. Respond in movement to a variety of stimuli appropriate for Kindergarten students	c. Explore movement inspired by a variety of stimuli appropriate for 1st grade students, and suggest additional sources for movement ideas.	c. Explore movement inspired by a variety of stimuli appropriate for 2nd grade students, and suggest additional sources for movement ideas.	
Anchor 2	a. Explore dance elements of body, effort, shape and space to create a dance structure.	a. Organize movement choices to create a simple dance structure.	a. Organize movement choices to create a simple dance structure.	Anchor 2
	b. Explore movements that express an idea or emotion.	b. Choose movements that express an idea or emotion, or follow a musical phrase.	b. Choose movements that express an idea or emotion, or follow a musical phrase.	
Anchor 3	a. Explore a variety of options for changing movement through guided improvisational experiences.	a. Reflect with others about the experience of exploring new movement choices through guided improvisational experiences.	a. Reflect with others about the experience of exploring new movement choices through guided improvisational experiences.	Anchor 3
	b. Depict a dance movement by drawing a picture or using a symbol.	b. Record the movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	b. Record the movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	

	Kindergarten	1st Grade	2nd Grade	
Performing				Performing
Anchor 4	a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning). Make body shapes (for example, straight, bent, curved) that change levels, and vary in size.	a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways.	a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways.	Anchor 4
	b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.	b. Identify quick, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.	b. Identify quick, moderate and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move on the downbeat of duple and triple meter.	
	c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).	c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	
Anchor 5	a. Demonstrate basic full body locomotor, non-locomotor movement, body patterning movements, and body shapes.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.	Anchor 5
	b. Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	
	c. Move body parts in isolation and in relation to other body parts.	c. Repeat movements, with an awareness of self and others in space.	c. Repeat movements, with an awareness of self and others in space.	
Anchor 6	a. Dance for and with others in a designated area or space.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	Anchor 6
	b. Select a prop to use as part of a dance.	b. Explore the use of simple props to enhance performance.	b. Demonstrate the use of limited production elements (for example, hand props, simple scenery, or media projections).	

	Kindergarten	1st Grade	2nd Grade	
Responding				Responding
Anchor 7	a. Identify and demonstrate an observed or performed dance movement.	a. Find movements that develops a pattern.	a. Find movements that develops a pattern.	Anchor 7
	b. Describe an observed or permormed dance movement.	b. Demonstrate and describe observed or performed dance movements from different genres or culture	b. Demonstrate and describe observed or performed dance movements from different genres or culture	
Anchor 8	a. Observe movement and describe it using simple dance terminology.	a. Select movements that capture anidea and identify and explain the meaning or intent using simple dance terminology.	a. Select movements that capture anidea and identify and explain the meaning or intent using simple dance terminology.	Anchor 8
Anchor 9	a. Find a movement in a dance that was fun to watch. Demonstrate it and explain why it is fun to watch and do.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and disucss why they were chosen.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and disucss why they were chosen.	Anchor 9
		b. Identify or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.	b. Identify or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.	
Connecting				Connecting
Anchor 10	a. Explore movement and create a movement study that expresses emotion.	a. Describe, create, and perform a dance that expresses personal meaning and explain why certain movements express meaning.	a. Describe, create, and perform a dance that expresses personal meaning and explain why certain movements express meaning.	Anchor 10
	b. Observe one's personal surroundings. Create a movement study that explores the characteristics that create a personal emotion.	b. Role-play through movement, personal experiences that one may have, and discover ways to compare and contrast them through movement.	b. Role-play through movement, personal experiences that one may have, and discover ways to compare and contrast them through movement.	
Anchor 11	a. Act like a famous person in history. Use pretend and play to move around and create movement.	a. Write a story. Create a dance that tells that story.	a. Write a story. Create a dance that tells that story.	Anchor 11
	b. Use counting to walk in numbered patterns, shapes and forms. Use addition to combine the shapes.	b. Watch and/or perform a dance from a different time in history and discuss or demonstrate the types of movement danced.	b. Watch and/or perform a dance from a different time in history and discuss or demonstrate the types of movement danced.	

	3rd Grade	4th Grade	5th Grade	
Creating				Creating
Anchor 1	a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.	a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.	a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions and pathway designs through leading and following improvisational strategies.	Anchor 1
	b. Explore a given movement problem. Select and demonstrate a solution.	b. Explore a given movement problem. Select and demonstrate a solution.	b. Explore a given movement problem. Select and demonstrate a solution.	
	c. Experiment with a variety of self-identified stimuli and build content for choreography using multiple stimuli appropriate for 3rd grade students.	c. Experiment with a variety of self-identified stimuli and build content for choreography using multiple stimuli appropriate for 4th grade students.	c. Experiment with a variety of self-identified stimuli and build content for choreography using multiple stimuli appropriate for 5th grade students.	
Anchor 2	a. Identify and experiment with basic choreographic devices to create simple movement patterns.	a. Identify and experiment with basic choreographic devices to create simple movement patterns.	a. Identify and experiment with basic choreographic devices to create simple movement patterns.	Anchor 2
	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	
Anchor 3	a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.	a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.	a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences the changes made in the dance.	Anchor 3
	b. Depict directions, spatial pathways and relationships in a dance phrase by drawing a picture map or using symbols.	b. Depict directions, spatial pathways and relationships in a dance phrase by drawing a picture map or using symbols.	b. Depict directions, spatial pathways and relationships in a dance phrase by drawing a picture map or using symbols.	

	3rd Grade	4th Grade	5th Grade	
Performing				Performing
Anchor 4	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers.	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of the other dancers.	a. Identify symmetrical and asymmetrical body shapes and examine relationship between body parts. Demonstrate shapes with positive and negative space. Establish relationships with other dancers through focus. Convert inward focus to outward focus for projecting out to far space.	Anchor 4
	b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement phrases that show the ability to respond to changes in time.	b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement phrases that show the ability to respond to changes in time.	b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement phrases that show the ability to respond to changes in time.	
	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent. Refine phrases by incorporating a range of movement characteristics.	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent. Refine phrases by incorporating a range of movement characteristics.	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent. Refine phrases by incorporating a range of movement characteristics.	
Anchor 5	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Anchor 5
	b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	b. Demonstrate safe body-use practices during movement, technical exercises and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.	
	c. Coordinate phrases and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.	c. Coordinate phrases and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.	c. Coordinate phrases and timing with other dancers, and refine spatial relationships that reflect an awareness of self, others, and the environment.	
Anchor 6	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Anchor 6
	b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	

	3rd Grade	4th Grade	5th Grade	
Responding				Responding
Anchor 7	a. Identify a movement pattern that creates a movement phrase in a dance work.	a. Identify a movement pattern that creates a movement phrase in a dance work.	a. Identify a movement pattern that creates a movement phrase in a dance work.	Anchor 7
	b. Identify a movement phrase that creates a style or theme and it's meaning or artistic intent.	b. Identify a movement phrase that creates a style or theme and it's meaning or artistic intent.	b. Identify a movement phrase that creates a style or theme and it's meaning or artistic intent.	
		c. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.	c. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	
Anchor 8	a. Explain how the movements in a dance communicate the main idea. Relate movements, ideas, and context to intepret it's meaning using basic dance terminology.	a. Explain how the movements in a dance communicate the main idea. Relate movements, ideas, and context to intepret it's meaning using basic dance terminology.	a. Explain how the movements in a dance communicate the main idea. Relate movements, ideas, and context to intepret it's meaning using basic dance terminology.	Anchor 8
Anchor 9	a. Identify dance movements from specific genres, styles, or cultures and their characteristic movements. Describe in basic dance terminology ways in which they are alike and different.	a. Identify dance movements from specific genres, styles, or cultures and their characteristic movements. Describe in basic dance terminology ways in which they are alike and different.	a. Describe and define the characteristics of dance that make a dance artistic and meaningful using basic dance terminology, and develop artistic criteria for evaluating dance.	Anchor 9
	b. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.	b. Discuss the characteristics and artistic intent of dances from different genres, styles, or cultural movement practices in relationship to the components of dance using genre-specific dance terminology. Evaluate the dances using the artistic criteria developed.	
Connecting				Connecting
Anchor 10	a. Research one's personal context to understand how background and history influences movement. Describe how context relates to movement choices.	a. Research one's personal context to understand how background and history influences movement. Describe how context relates to movement choices.	a. Research one's personal context to understand how background and history influences movement. Describe how context relates to movement choices.	Anchor 10
	b. Create a movement study based on findings of one's own community context and highlight similarities and differences between one's own and that of others.	b. Create a movement study based on findings of one's own community context and highlight similarities and differences between one's own and that of others.	b. Create a movement study based on findings of one's own community context and highlight similarities and differences between one's own and that of others.	
Anchor 11	a. Look at a picture, dance or movement sequence. Write a story based on your thoughts and feelings derived from the picture or dance. Create a movement study based on your what your writing.	a. Look at a picture, dance or movement sequence. Write a story based on your thoughts and feelings derived from the picture or dance. Create a movement study based on your what your writing.	a. Look at a picture, dance or movement sequence. Write a story based on your thoughts and feelings derived from the picture or dance. Create a movement study based on your what your writing.	Anchor 11
	b. Research a culture other than your own, and create a movement study of movement from that culture based on your findings.	b. Research a culture other than your own, and create a movement study of movement from that culture based on your findings.	Research a culture other than your own, and create a movement study of movement from that culture based on your findings.	

	6th Grade	7th Grade	8th Grade	
Creating				Creating
Anchor 1	a. Explore relationships of movement components and concepts through improvisational activities.	a. Explore relationships of movement components and concepts through improvisational activities.	a. Explore relationships of movement components and concepts through improvisational activities.	Anchor 1
	b. Construct and solve multiple movement problems to develop choreographic content.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Construct and solve multiple movement problems to develop choreographic content.	
	c. Compare and contrast ideas derived from stimuli to develop an original dance study.	c. Compare and contrast ideas derived from stimuli to develop an original dance study.	c. Compare and contrast ideas derived from stimuli to develop an original dance study.	
Anchor 2	a. Explore dance structures to develop a dance study. Explain the goal or purpose of the movement.	a. Explore dance structures to develop a dance study. Explain the goal or purpose of the movement.	a. Explore dance structures to develop a dance study. Explain the goal or purpose of the movement.	Anchor 2
	b. Choreograph a dance study that communicates personal or cultural meaning.	b. Choreograph a dance study that communicates personal or cultural meaning.	b. Choreograph a dance study that communicates personal or cultural meaning.	
Anchor 3	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	Anchor 3
	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	

	6th Grade	7th Grade	8th Grade	
Performing				Performing
Anchor 4	a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	Anchor 4
	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.	
	c. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	
Anchor 5	a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction?, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance phrases.	a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction?, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance phrases.	a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction?, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance phrases.	Anchor 5
	b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.	b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.	b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.	
	c. Apply body-mind principles such as movement initiation, and use of imagery, while performing dance phrases and movement studies.	c. Apply body-mind principles such as movement initiation, and use of imagery, while performing dance phrases and movement studies.	c. Apply body-mind principles such as movement initiation, and use of imagery, while performing dance phrases and movement studies.	
Anchor 6	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.	Anchor 6
	b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work.	b. Select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology.	b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.	

	6th Grade	7th Grade	8th Grade	
Responding				Responding
Anchor 7	a. Describe, demonstrate and compare movement phrases and their relationships in dance in context of artistic intent.	a. Describe, demonstrate and compare movement phrases and their relationships in dance in context of artistic intent.	a. Describe, demonstrate compare and movement phrases their relationships in dance in context of artistic intent.	Anchor 7
	b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	
Anchor 8	a. Explain how the artistic expression of dance is achieved through the components of dance and how it communicates the meaning and intent of a dance using genre specific dance terminology.	a. Explain how the artistic expression of dance is achieved through the components of dance and how it communicates the meaning and intent of a dance using genre specific dance terminology.	a. Intrepet and explain how the artistic expression is achieved through the relationships among the components of dance, using genre specific dance terminology.	Anchor 8
	b. Compare the meaning and intent of different dances. Explain how the artistic expression of each dance is achieved through the components of dance using grenre specific dance terminology.	b. Compare the meaning and intent of different dances. Explain how the artistic expression of each dance is achieved through the components of dance using genre specific dance terminology.		
Anchor 9	a. Describe and define the characteristics of dance that make a dance artistic and meaningful using basic dance terminology, and develop artistic criteria for evaluating dance.	a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.	a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	Anchor 9
	b. Discuss the characteristics and artistic intent of dances from different genres, styles, or cultural movement practices in relationship to the components of dance using genre-specific dance terminology. Evaluate the dances using the artistic criteria developed.			
Connecting				Connecting
Anchor 10	a. Observe various forms of movement. Make inferences with regards to knowledge, experiences, and context based on movement observed. Provide evidence to support one's findings.	a. Observe various forms of movement. Make inferences with regards to knowledge, experiences, and context based on movement observed. Provide evidence to support one's findings.	a. Observe various forms of movement. Make inferences with regards to knowledge, experiences, and context based on movement observed. Provide evidence to support one's findings.	Anchor 10
	b. Conduct research using a variety of resources such as the multiple facets of a dance style, culture, or social issue. Create a dance study based on research found and document the process of research and application.	b. Conduct research using a variety of resources such as the multiple facets of a dance style, culture, or social issue. Create a dance study based on research found and document the process of research and application.	b. Conduct research using a variety of resources such as the multiple facets of a dance style, culture, or social issue. Create a dance study based on research found and document the process of research and application.	
Anchor 11	a. Choose the literary work from a famous author. Create a movement study that is based on all or a portion of the text.	a. Choose the literary work from a famous author. Create a movement study that is based on all or a portion of the text.	a. Choose the literary work from a famous author. Create a movement study that is based on all or a portion of the text.	Anchor 11
	b. Research a topic in Science (i.e. anatomy, pyschology, chemistry, physics, etc.) and analyze the connection between that topic and dance. Provide evidence to support your findings.	b. Research a topic in Science (i.e. anatomy, psychology, chemistry, physics, etc.) and analyze the connection between that topic and dance. Provide evidence to support your findings.	b. Research a topic in Science (i.e. anatomy, pyschology, chemistry, physics, etc.) and analyze the connection between that topic and dance. Provide evidence to support your findings.	

	HS Proficient	HS Accomplished	HS Advanced	
Creating				Creating
Anchor 1	a. Select an idea from personal experience and choose an improvisational approach to create source material for a movement study.	a. Select an approach, as an individual or group, to generate new movement or source material for a dance study through improvisation.	a. Select an approach, as an individual or group, to generate new movement through improvisation for a dance.	Anchor 1
	b. Identify individual movement preferences and explore ways to expand movement possibilities.	b. Identify individual movement preferences of self and others and explore ways to expand movement possibilities.	b. Explore personal movement preferences to expand movement possibilities and take risks to discover unexpected solutions.	
	c. Explore a variety of stimuli for sourcing movement to develop a choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	c. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.	c. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.	
Anchor 2	a. Explore the choreographic devices to facilitate the creation of movement phrases or source material for a dance study.	a. Collaborate to create a dance that incorporates the use of choreographic devices and structures.	a. Demonstrate fluency and personal/shared voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to support artistry.	Anchor 2
	b. Create dance phrases that use ideas and themes as motivation.	b. Create dance phrases that use ideas and themes as motivation. Justify how the movement supports the artistic intent.	b. Create a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.	
Anchor 3	a. Identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures/forms, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.	Anchor 3
	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	b. Document a dance as a tool to refine work during the creative process.	b. Apply recognized systems of dance documentation to analyze and evaluate the artistry of a dance.	

	HS Proficient	HS Accomplished	HS Advanced	
Performing				Performing
Anchor 4	a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing phrases and transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Develop artistic and expressive clarity while performing alone and with others. Use varied focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.	Anchor 4
	b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.	b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.	
	c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.	c. Perform movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.	c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	
Anchor 5	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute more complex dance movements, phrases, and choreography in a variety of genres and styles.	a. Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography.	a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.	Anchor 5
	b. Apply healthful practices in dance activities including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.	b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.	
	c. Identify and apply dance movement principles such as breath and core support when performing dance phrases in a variety of genres. Identify body patterning concepts.	c. Evaluate how movement principles such as breath and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness.	c. Perform complex movement phrases and choreography integrating somatic practices and movement principles.	
Anchor 6	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.	a. • Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.). Document the rehearsal and performance process with fluency in professional dance terminology and production terminology.	Anchor 6
	b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.	b. Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.	b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.	

	HS Proficient	HS Accomplished	HS Advanced	
Responding				Responding
Anchor 7	a. Analyze recurring movement phrases and their relationships in dance in context of artistic intent and structure.	a. Analyze dance works and provide examples of recurring movement phrases and their relationships that create well-structure and meaningful choreography.	a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.	Anchor 7
	b. Analyze the use of components of dance and their relationships in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology	b. Analyze the components of dance and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology	
Anchor 8	a. Compare different dances and discuss their intent and artistic expression. Explain how the relationships among the components of dance enhance meaning and support intent using genre specific dance terminology.	a. Analyze and discuss how the components of dance contribute to artistic expression. Use genre specific dance terminology.	a. Analyze and interpret how the components of dance, contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.	Anchor 8
Anchor 9	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.	a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.	Anchor 9
Connecting				Connecting
Anchor 10	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives of the choreographer such as personal experiences, knowledge, and contexts impacted their work. Provide evidence to support one's analysis.	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives of the choreographer such as personal experiences, knowledge, and contexts impacted their work. Compare/Contrast one's own perspectives (interpretation) with the choreographer's. Provide evidence to support one's analysis.	a. Create original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.	Anchor 10
	b. Research a topic that relates to one's community context and develop an opinion. Create a product based on one's own opinion and collaborate with others to compare and contrast differences.	b. Select an art example from visual, performing (other than dance), and/or literary work, and create a dance study that explores feeling and meaning derived from the work. Provide evidence to supports one's analysis.	b. Research a recent headline topic and create movement study based on findings. Collaborate with peers to refine choreography and intention, as well as meaning derived by peer group. Perform movement study/dance formally or informally. Discuss orally or in writing the insights relating to knowledge gained through the research process and through the synergy of collaboration.	
Anchor 11	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.	Anchor 11