

# Dance Standards

## Introduction

### Philosophy and Rationale for the Arts

The arts are essential in education and they provide students with a means to think, feel, and understand the world in unique ways. The meta-cognitive skills learned through instruction in the arts fosters effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21<sup>st</sup> century.

These revised Nevada Academic Content Standards for Fine Arts are to guide districts and schools as they create elective coursework encompassing five disciplines: Visual Arts, Music, Theater, Dance, and Media Arts, predicated on a belief that Artistic Literacy provides students with an ability to create, present, critique, and connect art to their academic studies, lives, and the world around them. While all schools may not offer coursework in each discipline, these standards exemplify a growing body of work that allows students to fully realize artistic attitudes and apply this learning to college, career, and community life goals.

The 2017-2018 Nevada Academic Content Standards for Fine Arts have substantive changes from those previously adopted to better respond to the needs of the field including the following:

1. Creating four (4) strands to better represent the idea of artistic literacy. The four strands are: Creating, Performing, Responding, and Connecting.
2. The creation of Anchor standards under each of the strands to provide consistency across the disciplines and the presentation of standards across content, disciplines, and grade levels.
3. Grade by grade level standards for each discipline, including three (3) levels at high school to allow for greater differentiation of instruction and to support student learning.
4. The inclusion of media arts standards to support the integration of artistic literacy in the areas of film, animation, gaming and computational artmaking (e.g., writing software code) to supplement existing standards in the area of digital communications across the curriculum.

## Interpretation Guide to Reading the Standards:

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

## Dance: Kindergarten

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.K.1</b> Respond in movement to a variety of sensory stimuli ( for example, music/sound, visual, tactile).</p> <p><b>DA:Cr1.K.2</b> Find a different way to do several basic locomotor and non-locomotor movements.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.K.1</b> Improvise dance that has a beginning, middle and end.</p> <p><b>DA:Cr2.K.2</b> Express an idea, feeling, or image, through improvised movement alone or with a partner.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.K.1</b> Apply suggestions for changing movement through guided improvisational experiences.</p> <p><b>DA:Cr3.K.2</b> Depict a dance movement by drawing a picture or using a symbol.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.K.1</b> Make still and moving body shapes that show lines and or circles (ex: straight, bent, curved). Change levels, and vary in size and dimensions.</p> <p><b>DA:Pr4.K.2</b> Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p><b>DA:Pr4.K.3</b> Identify and apply different characteristics to movements (ex: slow, smooth, or wavy).</p>
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.K.1</b> Demonstrate same side and cross-body locomotor and non-locomotor.</p> <p><b>DA:Pr5.K.2</b> While maintaining personal space, move safely in general space.</p> <p><b>DA:Pr5.K.3</b> Move body parts in relation to other body parts</p>

Strand	Anchor	Objective
		and repeat and recall movements upon request.
	6. Convey meaning through the presentation of artistic work.	<b>DA:Pr6.K.1</b> Dance for and with others in a designated space. <b>DA:Pr6.K.2</b> Select a prop to use as part of a dance.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<b>DA:Re7.K.1</b> Find a movement that repeats in a dance. <b>DA:Re7.K.2</b> Demonstrate or describe observed or performed dance movements.
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.K.1</b> Observe movement and describe it using simple dance terminology.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.K.1</b> Choose and demonstrate a movement that was noticed in a dance. Explain why it was chosen.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>DA:Cn10.K.1</b> Name an emotion that was experienced when watching, improvising, or performing dance, and relate it to a personal experience. <b>DA:Cn10.K.2</b> Observe a work of visual art. Describe and express through movement something of interest about it.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.K.1</b> Describe or demonstrate movement in a dance that was watched or performed.

## Dance: Grade 1

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.1.1</b> Explore movement inspired by various stimuli (sound, music, text, images, experiences) and identify the source.</p> <p><b>DA:Cr1.1.2</b> Experience a variety of movements by experimenting with the changing of elements of dance.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.1.1</b> Improvise a series of movements that have a beginning, middle and end.</p> <p><b>DA:Cr2.1.2</b> Select movements that express an idea or emotion, or follow a musical phrase.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.1.1</b> Explore suggestions to change movement from guided improvisation.</p> <p><b>DA:Cr3.1.2</b> Depict several types of movements of dance by drawing a picture or using a symbol (ex: jump, slide, reach).</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.1.1</b> Demonstrate movements that change body shapes, levels and directions.</p> <p><b>DA:Pr4.1.2</b> Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p><b>DA:Pr4.1.3</b> Demonstrate movement characteristics with vocabulary (ex: use adverbs and adjectives that apply to movement such as a flowing fall, a happy spin, and a jolly jump).</p>
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.1.1</b> Demonstrate a range of movements, body shapes and directionality.</p> <p><b>DA:Pr5.1.2</b> Use safe and respectful movement practices through a range of activities in group formations while maintaining personal space.</p> <p><b>DA:Pr5.1.3</b> Modify movements</p>

Strand	Anchor	Objective
		and spatial arrangements.
	6. Convey meaning through the presentation of artistic work.	<b>DA:Pr6.1.1</b> Dance for others maintaining the performing space. <b>DA:Pr6.1.2</b> Explore the use of simple props to enhance performance.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<b>DA:Re7.1.1</b> Find a movement that repeats in a dance to make a pattern. <b>DA:Re7.1.2</b> Demonstrate and describe an observed or performed dance movements from a specific genre or culture.
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.1.1</b> Select movements from a dance and explain using basic dance terminology.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.1.1</b> Identify and demonstrate movements that stood out to you and explain why you chose them.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>DA:Cn10.1.1</b> Find something in a dance that relates to a familiar experience. Identify the movements that communicate this. <b>DA:Cn10.1.2</b> Observe illustrations from a story and identify ideas for dance movement. Demonstrate the big ideas of the story.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.1.1</b> View and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

## Dance: Grade 2

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr2.2.1</b> Explore movement inspired by various stimuli (ex: music /sounds, text, images, nature, environment).</p> <p><b>DA:Cr1.2.2</b> Combine a variety of movements with the body while manipulating the elements of dance: space, direction, timing, shapes, energy.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.2.1</b> Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear ending.</p> <p><b>DA:Cr2.2.2</b> Choose movement that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.2.1</b> Explore suggestions and make choices to change movement from guided improvisation.</p> <p><b>DA:Cr3.2.2</b> Create levels in a variety of dance movements by drawing a picture or using symbols, (for ex: high, middle, low).</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.2.1</b> Demonstrate clear directionality and intent when performing dance movements that change body shape, directions, and pathways in space.</p> <p><b>DA:Pr4.2.2</b> Identify the length of time a move or phrase takes. Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.</p> <p><b>DA:Pr4.2.3</b> Select and apply appropriate characteristics to movements (For example,</p>

Strand	Anchor	Objective
		selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.2.1</b> Demonstrate a range of movements, body patterns, and dance sequences that require moving through space using a variety of pathways.</p> <p><b>DA:Pr5.2.2</b> Move safely in a variety of formations with other dancers, sharing and maintaining personal space.</p> <p><b>DA:Pr5.2.3</b> Repeat movements, with an awareness of self and others in space. Modify movements or placement upon request.</p>
	6. Convey meaning through the presentation of artistic work.	<p><b>DA:Pr6.2.1</b> Dance for and with others in a space where performers maintain the performance space.</p> <p><b>DA:Pr6.2.2</b> Use limited production elements (for example, hand props, simple scenery, lighting, or media projections).</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p><b>DA:Re7.2.1</b> Find movements in a dance that develop a pattern.</p> <p><b>DA:Re7.2.2</b> Demonstrate and describe movements in dances from different genres or cultures.</p>
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.2.1</b> Use context cues from movements to identify meaning and intent in a dance using basic dance terminology.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.2.1</b> Observe or demonstrate dances from a genre or culture. Discuss movements and how they are successful or unsuccessful. Use basic dance terminology.

<b>Strand</b>	<b>Anchor</b>	<b>Objective</b>
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p><b>DA:Cn10.2.1</b> Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p><b>DA:Cn10.2.2</b> Respond to a dance work with questions such as: see, think, wonder. Create movement from the responses.</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p><b>DA:Cn11.2.1</b> Observe a dance and make a connection to its environment and people in which the dance was created.</p>

## Dance: Grade 3

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.3.1</b> Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p><b>DA:Cr1.3.2</b> Explore a given movement problem. Select and demonstrate a solution.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.3.1</b> Familiarize with choreographic devices (manipulation of movement) to create simple movement patterns (ex: repetition, AB, ABA, theme and development).</p> <p><b>DA:Cr2.3.2</b> Develop a dance phrase that communicates an idea or feeling.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.3.1</b> Revise movement choices in a short dance study. Describe revisions made.</p> <p><b>DA:Cr3.3.2</b> Illustrate directions in a spacial pathway of the dance by drawing the picture map, or using a symbol.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.3.1</b> Determine space as distance travelled and use space three-dimensionally. Demonstrate shapes with positive and negative space.</p> <p><b>DA:Pr4.3.2</b> Perform movements that are the same or of a different time to the music. Differentiate between "in time" and "out of time" to music.</p> <p><b>DA:Pr4.3.3</b> Change use of energy and dynamics by modifying movements.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.3.1</b> Recreate body shapes and movement patterns in a dance sequence with awareness of body alignment.</p> <p><b>DA:Pr5.3.2</b> Coordinate with a</p>

Strand	Anchor	Objective
		partner or other dancers, to change levels, directions and pathway designs. <b>DA:Pr5.3.3</b> Apply constructive feedback from teacher and self-critique.
	6. Convey meaning through the presentation of artistic work.	<b>DA:Pr6.3.1</b> Identify the main areas of performance space using production terminology (ex: stage right, up stage, center). <b>DA:Pr6.3.2</b> Explore simple production elements (ex: costumes, props, scenery, lighting) for a dance performance.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<b>DA:Re7.3.1</b> Find a movement pattern in a dance work. <b>DA:Re7.3.2</b> Demonstrate and explain how one dance genre is different from another. Demonstrate how one cultural movement practice is different from another.
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.3.1</b> Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.3.1</b> Compare and contrast dance movements from specific genres, styles or cultures using basic dance terminology.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>DA:Cn10.3.1</b> Compare and contrast relationships expressed in a dance to relationships with others. <b>DA:Cn10.3.2</b> Research an issue or event and describe how the key aspects of the event are communicated through movement.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>D :Cn11.3.1</b> Find key aspects of a culture, society, or community from which a dance is derived and explain what the movements communicate about that culture.

## Dance: Grade 4

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.4.1</b> Identify ideas for choreography generated from a variety of stimuli (ex: music/sound, text, objects, images, notation, observed dance, experiences).</p> <p><b>DA:Cr1.4.2</b> Develop a movement problem and manipulate the elements of dance as tools to find a solution.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.4.1</b> Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures.</p> <p><b>DA:Cr2.4.2</b> Develop a dance study that expresses and communicates a main idea. Discuss the effectiveness of movement choices.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.4.1</b> Revise movement based on peer feedback and self-reflection to improve communication of artistic intent.</p> <p><b>DA:Cr3.4.2</b> Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (ex: next to, above, below, behind, in front of).</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.4.1</b> Make and perform static and dynamic shapes with positive and negative space. Including elevated shapes (ex: jumps).</p> <p><b>DA:Pr4.4.2</b> Use a variety of percussive instruments and sounds, responding in movement to even and uneven rhythms.</p> <p><b>DA:Pr4.4.3</b> Analyze</p>

Strand	Anchor	Objective
		movements and phrases by using energy and dynamic changes by describing them with adverbs and adjectives.
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.4.1</b> Demonstrate fundamental dance skills (ex: alignment, coordination, balance, core support, kinesthetic awareness, movement qualities) when replicating patterns and sequences.</p> <p><b>DA:Pr5.4.2</b> Execute techniques that extend movement range, build strength, and develop endurance.</p> <p><b>DA:Pr5.4.3</b> Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (ex: music, text, or lighting).</p>
	6. Convey meaning through the presentation of artistic work.	<p><b>DA:Pr6.4.1</b> Consider how to establish a formal performance space from an informal setting (ex: gymnasium or grassy area).</p> <p><b>DA:Pr6.4.2</b> Experiment with a variety of production elements (ex: costume, sound, props) to heighten the artistic intent and audience experience.</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p><b>DA:Re7.4.1</b> Find patterns of movement in dance works that create a style or theme.</p> <p><b>DA:Re7.4.2</b> Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.</p>
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.4.1</b> Using basic dance terminology, relate movements, ideas, and context to decipher meaning in a dance.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.4.1</b> Discuss or demonstrate the characteristics that make a dance artistic. Apply those characteristics in a specific genre, style, or cultural

Strand	Anchor	Objective
		movement. Use dance terminology.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p><b>DA:Cn10.4.1</b> Relate the main idea or content in a dance to one's own other experiences.</p> <p><b>DA:Cn10.4.2</b> Research a question relating to a topic of study using multiple sources of references. Select key aspects about the topic and communicate the information through choreography.</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p><b>DA:Cn11.4.1</b> Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>

## Dance: Grade 5

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.5.1</b> Build content for choreography using several stimuli (ex: music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p> <p><b>DA:Cr1.5.2</b> Construct and solve multiple movement problems to develop choreographic content.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.5.1</b> Manipulate or modify a variety of choreographic devices to expand choreographic possibilities of a main idea.</p> <p><b>DA:Cr2.5.2</b> Develop a dance study by selecting a specific movement vocabulary to communicate a main idea nonverbally.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.5.1</b> Incorporate feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent.</p> <p><b>DA:Cr3.5.2</b> Record changes in a dance sequence through writing, symbols, or a form of media technology.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.5.1</b> Integrate static and dynamic shapes using the floor, and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts.</p> <p><b>DA:Pr4.5.2</b> Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond</p>

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		<p>to changes in time.</p> <p><b>DA:Pr4.5.3</b> Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.</p>
	<p>5. Develop and refine artistic techniques and work for presentation.</p>	<p><b>DA:Pr5.5.1</b> Recall and execute a series of dance phrases using fundamental dance skills (ex., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p> <p><b>DA:Pr5.5.2</b> Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.</p> <p><b>DA:Pr5.5.3</b> Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>
	<p>6. Convey meaning through the presentation of artistic work.</p>	<p><b>DA:Pr6.5.1</b> Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p><b>DA:Pr6.5.2</b> Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p>
<p>Responding: Understanding and</p>	<p>7. Perceive and analyze work.</p>	<p><b>DA:Re7.5.1</b> Find meaning or</p>

Strand	Anchor	Objective
evaluating how the arts convey meaning.		artistic intent from the patterns of movement in a dance work. <b>DA:Re7.5.2</b> Using dance terminology, describe 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.
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.5.1</b> Explain how the movements communicate the main idea of the dance using basic dance terminology.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.5.1</b> Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>DA:Cn10.5.1</b> Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. <b>DA:Cn10.5.2</b> Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.5.1</b> Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

## Dance: Grade 6

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.6.1</b> Relate similar or contrasting ideas to develop choreography using a variety of stimuli (ex: music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).</p> <p><b>DA:Cr1.6.2</b> Explore various movement vocabularies to transfer ideas into choreography.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.6.1</b> Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent.</p> <p><b>DA:Cr2.6.2</b> Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.6.1</b> Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions.</p> <p><b>DA:Cr3.6.2</b> Record a dance sequence through writing, symbols, or a form of media technology.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.6.1</b> Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p><b>DA:Pr4.6.2</b> Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Use accented and unaccented beats in 3/4 and</p>

Strand	Anchor	Objective
		<p>4/4 meter.</p> <p><b>DA:Pr4.6.3</b> Distinguish between dynamic expression bound (strength) and free flowing (release) movements and appropriately apply them to technique exercises and dance phrases.</p>
	<p>5. Develop and refine artistic techniques and work for presentation.</p>	<p><b>DA:Pr5.6.1</b> Embody technical dance skills (ex: alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p> <p><b>DA:Pr5.6.2</b> Apply basic anatomical knowledge, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p><b>DA:Pr5.6.3</b> Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations.</p>
	<p>6. Convey meaning through the presentation of artistic work.</p>	<p><b>DA:Pr6.6.1</b> Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performance.</p> <p><b>DA:Pr6.6.2</b> Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent. Select</p>

Strand	Anchor	Objective
		choices and explain reasons for the decisions made using production terminology.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p><b>DA:Re7.6.1</b> Describe or demonstrate recurring patterns of movement and their relationships in dance.</p> <p><b>DA:Re7.6.2</b> Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.6.1</b> Communicate how the artistic expression and intent of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.6.1</b> Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p><b>DA:Cn10.6.1</b> Describe differences and similarities of observed movement characteristics of a dance. Correlate what was observed to one's attitudes and movement preferences.</p> <p><b>DA:Cn10.6.2</b> Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic.</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.6.1</b> Interpret and show how the movement and qualities of a dance communicates its cultural, historical, and/or community purpose or meaning.

## Dance: Grade 7

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.7.1</b> Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.</p> <p><b>DA:Cr1.7.2</b> Explore various movement vocabularies to express an artistic intent in choreography.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.7.1</b> Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent.</p> <p><b>DA:Cr2.7.2</b> Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.7.1</b> Evaluate possible revisions of dance compositions, and consider revisions of artistic criteria based on self-reflection and feedback of others.</p> <p><b>DA:Cr3.7.2</b> Document a dance sequence by using words, symbols, or media technologies.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.7.1</b> Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.</p> <p><b>DA:Pr4.7.2</b> Vary durational</p>

Strand	Anchor	Objective
		<p>approach in dance phrasing by using timing accents and variations within a phrase.</p> <p><b>DA:Pr4.7.3</b> Compare and contrast movement characteristics from a variety of dance genres or styles. Determine what dancers do to perform them clearly.</p>
	<p>5. Develop and refine artistic techniques and work for presentation.</p>	<p><b>DA:Pr5.7.1</b> Apply body-used strategies to accommodate physical maturational development to technical dance skills (ex: functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p> <p><b>DA:Pr5.7.2</b> Discuss benefits of healthful practices and how those choices enhance performance in everyday life.</p> <p><b>DA:Pr5.7.3</b> Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).</p>
	<p>6. Convey meaning through the presentation of artistic work.</p>	<p><b>DA:Pr6.7.1</b> Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance.</p> <p><b>DA:Pr6.7.2</b> Explore possibilities of producing dance in a variety of venues or for different audiences and, using</p>

Strand	Anchor	Objective
		production terminology, explain how the production elements would be handled in different situations.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p><b>DA:Re7.7.1</b> Compare, contrast, and discuss patterns of movement and their relationships in dance.</p> <p><b>DA:Re7.7.2</b> Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.</p>
	8. Interpret intent and meaning in artistic work.	<p><b>DA:Re8.7.1</b> Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre-specific dance terminology.</p>
	9. Apply criteria to evaluate artistic work.	<p><b>DA:Re9.7.1</b> 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.</p>
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p><b>DA:Cn10.7.1</b> Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.</p> <p><b>DA:Cn10.7.2</b> Research the historical development of a dance genre or style. Use</p>

Strand	Anchor	Objective
		knowledge gained from the research to create a dance study that evokes the essence of the style or genre.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.7.1</b> Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

## Dance: Grade 8

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.8.1</b> Implement movement from a variety of stimuli to develop dance content for an original dance.</p> <p><b>DA:Cr1.8.2</b> Identify and select personal preferences to create an original dance. Use genre specific dance terminology to articulate and justify movement choices made to communicate intent.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.8.1</b> Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance with a clear artistic intent. Articulate the group process for making movement and structural choices.</p> <p><b>DA:Cr2.8.2</b> Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate meaning of the dance.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.8.1</b> Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain how the revisions clarify and enhance the artistic intent.</p> <p><b>DA:Cr3.8.2</b> Experiment with aspects of a recognized system to document a section of a dance by using words, symbols or media technologies.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.8.1</b> Sculpt the body in space and design body shapes in relation to other dancers, objects and environment.. Use focus during complex floor and</p>

Strand	Anchor	Objective
		<p>air patterns or direct and indirect pathways.</p> <p><b>DA:Pr4.8.2</b> Analyze and select metric, kinetic and breath phrasing to apply to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.</p> <p><b>DA:Pr4.8.3</b> Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and to enhance and project movements.</p>
	<p>5. Develop and refine artistic techniques and work for presentation.</p>	<p><b>DA:Pr5.8.1</b> Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p> <p><b>DA:Pr5.8.2</b> Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.</p>
	<p>6. Convey meaning through the presentation of artistic work.</p>	<p><b>DA:Pr6.8.1</b> Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document and create a plan for ongoing improvements. Post-performance, accent notes from choreographer and apply corrections to future performances.</p> <p><b>DA:Pr6.8.2</b> Collaborate to design and execute production elements that would intensify</p>

Strand	Anchor	Objective
		and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p><b>DA:Re7.8.1</b> Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.</p> <p><b>DA:Re7.8.2</b> Explain 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.</p>
	8. Interpret intent and meaning in artistic work.	<p><b>DA:Re8.8.1</b> Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.</p>
	9. Apply criteria to evaluate artistic work.	<p><b>DA:Re9.8.1</b> 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.</p>
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p><b>DA:Cn10.8.1</b> Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspective.</p> <p><b>DA:Cn10.8.2</b> Investigate two contrasting topics using a variety of research methods.</p>

Strand	Anchor	Objective
		Identify and organize ideas to create representative movement phrases. Create a dance exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.8.1</b> Analyze and discuss how dances form a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

## Dance: High School Novice

Strand	Anchor	Objective
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	<p><b>DA:Cr1.HS.1I</b> Implement movement and ideas for choreography generated from a variety of stimuli to develop an original choreographed dance. Discuss the relationship between the stimuli and the movement.</p> <p><b>DA:Cr1.HS.2I</b> Explore the elements of dance. Identify personal preference and strengths to build an original dance.</p>
	2. Organize and develop artistic ideas and work.	<p><b>DA:Cr2.HS.1I</b> Collaborate to use a variety of choreographic devices and dance structures to develop a dance that supports an artistic intent. Articulate the group process for making movement choices.</p> <p><b>DA:Cr2.HS.2I</b> Define and apply artistic criteria to choreograph an original dance. Discuss how the criteria communicate the artistic intent.</p>
	3. Refine and complete artistic work.	<p><b>DA:Cr3.HS.1I</b> Revise and clarify the artistic intent based on the artistic criteria and feedback from others. Articulate the reason for choices and revisions made.</p> <p><b>DA:Cr3.HS.2I</b> Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.HS.1I</b> Refine partner and ensemble skills that enable spacial design. Establish diverse pathways, levels and patterns in space. Establish relationships and focus with others as appropriate to the choreography.</p>

Strand	Anchor	Objective
		<p><b>DA:Pr4.HS.2I</b> Dance to a variety of rhythms generated from different accompaniment. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.</p> <p><b>DA:Pr4.HS.3I</b> Change the use of energy and dynamics to contrast bound and free flowing movements. Begin to develop body awareness and apply to dance technique and performance.</p>
	<p>5. Develop and refine artistic techniques and work for presentation.</p>	<p><b>DA:Pr5.HS.1I</b> Demonstrate fundamental dance skills and movement qualities when executing dance choreography.</p> <p><b>DA:Pr5.HS.2I</b> Apply basic anatomical knowledge, spacial awareness and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p><b>DA:Pr5.HS.3I</b> Collaborate with peers to practice and refine dances. Apply feedback of self and others to establish personal performance goals.</p>
	<p>6. Convey meaning through the presentation of artistic work.</p>	<p><b>DA:Pr6.HS.1I</b> Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain a journal documenting plans for improvement. Post-performance, accept notes from the choreographer and apply corrections to future performances.</p> <p><b>DA:Pr6.HS.2I</b> Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performance.</p>

Strand	Anchor	Objective
		Explain reasons for choices using production terminology.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p><b>DA:Re7.HS.1I</b> Describe, compare, contrast, and discuss patterns of movement and their relationships.</p> <p><b>DA:Re7.HS.2I</b> Explain how the elements of dance are used in a variety of dance genres, styles or cultural movement practices. Use genre specific dance terminology.</p>
	8. Interpret intent and meaning in artistic work.	<p><b>DA:Re8.HS.1I</b> Interpret meaning in a dance based on its movements. Explain how artistic expression is achieved using the elements of dance, use of body, dance technique, dance structure and context. Use genre specific dance terminology.</p>
	9. Apply criteria to evaluate artistic work.	<p><b>DA:Re9.HS.1I</b> Define the characteristics of dance that make dance meaningful and artistic. Use artistic criteria to determine what makes an effective performance.</p>
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p><b>DA:Cn10.HS.1I</b> Observe the movement characteristics or qualities observed in a specific dance genre. Describe the differences and similarities to one's own attitudes and movement preferences, and how different perspectives are communicated.</p> <p><b>DA:Cn10.HS.2I</b> Research the historical development of a dance genre or style. Identify and organize ideas gained from research into representative movement phrases. Discuss how the research informed the choreographic process and deepens understanding of the dance genre.</p>

<b>Strand</b>	<b>Anchor</b>	<b>Objective</b>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn11.HS.1I</b> Analyze and discuss dances from a variety of cultures, societies, historical periods, or communities and reveal the ideas and perspectives of the people from which the dances originate.

## Dance: High School Proficient

Strand	Anchor	Objective
<p>Creating: Conceiving and developing new artistic ideas and work.</p>	<p>1. Generate and conceptualize artistic ideas and work.</p>	<p><b>DA:Cr1.HS.1III</b> Explore a variety of stimuli of movement sources in order to develop and improvised or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Analyze the process and the relationship between the stimuli and the movement.</p> <p><b>DA:Cr1.HS.2II</b> Experiment with the elements of dance to explore personal movement preferences and strengths and select movements that challenge skills; and built on strengths in the original dance study.</p>
	<p>2. Organize and develop artistic ideas and work.</p>	<p><b>DA:Cr2.HS.1III</b> Collaborate to design a dance using a choreographic design and dance structures to support an artistic intent. Explain how the dance structures clarify artistic intent.</p> <p><b>DA:Cr2.HS.2II</b> Develop an artistic statement for an original dance study. Discuss how use of movement elements, choreographic devices and dance structures communicate the artistic statement.</p>
	<p>3. Refine and complete artistic work.</p>	<p><b>DA:Cr3.HS.1III</b> Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate the impact of the choices made in the revision process.</p> <p><b>DA:Cr3.HS.2II</b> Use various systems to document a section</p>

Strand	Anchor	Objective
		of a dance using writing, symbols, or media technologies.
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.HS.1II</b> Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spacial design and relationship. Use space intentionally during phrases and transitions. Establish and break relationships with others as appropriate to the choreography.</p> <p><b>DA:Pr4.HS.2II</b> Use syncopation and accent movements as related to different tempi. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p><b>DA:Pr4.HS.3II</b> Connect energy and dynamics to movements by applying them in all parts of the body. Develop total body awareness, so that movement phrases demonstrate variances of energy and dynamics.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.HS.1II</b> Embody technical dance skills to retain and execute dance choreography.</p> <p><b>DA:Pr5.HS.2II</b> Develop a plan for healthful practices in dance activities and everyday life including injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p><b>DA:Pr5.HS.3II</b> Collaborate to establish and implement a rehearsal plan. Use a variety of strategies to analyze and evaluate performance of self and others. Articulate performance goals and justify reasons for selecting particular</p>

Strand	Anchor	Objective
	6. Convey meaning through the presentation of artistic work.	<p>rehearsal strategies.</p> <p><b>DA:Pr6.HS.1II</b> Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post - performance, accept notes and corrections from the choreographer and apply them to future performances. Reflect upon the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.</p> <p><b>DA:Pr6.HS.2II</b> Evaluate possible designs for the production elements of a performance; and select and execute ideas that would intensify and heighten the artistic intent.</p>
	Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.
	8. Interpret intent and meaning in artistic work	<p><b>DA:Re8.HS.1II</b> Compare different dances and discuss the intent and artistic expression. Explain how the relationships among the elements of dance, use for body, dance technique and context enhance meaning using specific dance terminology.</p>
	9. Apply criteria to evaluate artistic work.	<p><b>DA:Re9.HS.1II</b> Analyze the artistic expression of a dance using evaluative criteria and dance terminology.</p>
Connecting: Relating artistic	10. Apply and relate knowledge	<p><b>DA:Cn10.HS.1II</b> Analyze a</p>

<b>Strand</b>	<b>Anchor</b>	<b>Objective</b>
ideas and work with personal meaning and external context.	and personal experiences to make art.	<p>dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own. Provide evidence to support the analysis.</p> <p><b>DA:Cn10.HS.2II</b> Collaboratively identify a dance related question or problem. Conduct research, analyze and apply the information gathered, discuss how the question and/or problem may be answered or solved based on the evidence gathered through research and analysis.</p> <p><b>DA:Cn10.HS.3II</b> Compare orally and in writing the process used in choreography to that of other creative, academic and scientific perspectives and/or procedures.</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p><b>DA:Cn11.HS.1II</b> 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.</p>

## Dance: High School Advanced

Strand	Anchor	Objective
<p>Creating: Conceiving and developing new artistic ideas and work.</p>	<p>1. Generate and conceptualize artistic ideas and work.</p>	<p><b>DA:Cr1.HS.1.III</b> Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p><b>DA:Cr1.HS.III</b> Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>
	<p>2. Organize and develop artistic ideas and work.</p>	<p><b>DA:Cr2.HS.1.III</b> Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p><b>DA:Cr2.HS.2.III</b> Construct an artistic statement that communicates a personal, cultural and artistic perspective.</p>
	<p>3. Refine and complete artistic work.</p>	<p><b>DA:Cr3.HS.1.III</b> Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, 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.</p> <p><b>DA:Cr3.HS.2.III</b> Document a dance using recognized systems of dance documentation such as writing, a form of notation, symbols, or using media technologies.</p>

<b>Strand</b>	<b>Anchor</b>	<b>Objective</b>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.	<p><b>DA:Pr4.HS.1III</b> Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p><b>DA:Pr4.HS.2III</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) at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p><b>DA:Pr4.HS.3III</b> 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.</p>
	5. Develop and refine artistic techniques and work for presentation.	<p><b>DA:Pr5.HS.1III</b> Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p><b>DA:Pr5.HS.2III</b> Research healthful and safe practices for</p>

Strand	Anchor	Objective
		<p>dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p><b>DA:Pr5.HS.3III</b> Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>
	<p>6. Convey meaning through the presentation of artistic work.</p>	<p><b>DA:Pr6.HS.1III</b> 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.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p> <p><b>DA:Pr6.HS.2III</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.</p>
<p>Responding: Understanding and evaluating how the arts convey meaning.</p>	<p>7. Perceive and analyze work.</p>	<p><b>DA:Re7.HS.1III</b> 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.</p>

Strand	Anchor	Objective
		<b>DA:Re7.HS.2III</b> Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.
	8. Interpret intent and meaning in artistic work.	<b>DA:Re8.HS.1III</b> Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.
	9. Apply criteria to evaluate artistic work.	<b>DA:Re9.HS.1III</b> 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.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<b>DA:Cn10.HS.1III</b> Review 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. <b>DA:Cn10.HS.2III</b> Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>DA:Cn.11.HS.1III</b> 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

<b>Strand</b>	<b>Anchor</b>	<b>Objective</b>
		ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

## Glossary

### Nevada Academic Content Standards for Dance

<b>Term</b>	<b>Definition</b>
Aesthetic	A set of principle concerned with the nature and appreciation of beauty
Alignment	The process of adjusting the skeletal and muscular system to gravity to support effective functionality
Alternative performance venue	A performance site other than a standard Western style theater (e.g., classroom, natural environment)
Anatomical principles	The way the human body’s skeletal, muscular and vascular systems work separately and in coordination
Artistic criteria	Aspects of craft and skill used to fulfill artistic intent
Artistic expression	The manifestation of artistic intent through dance, drama, music, poetry, fiction, painting, sculpture, etc. In dance, this involves the dance and the dancers within a context
Artistic intent	The purpose, main idea, and expressive or communicative goal(s) of a dance composition, study, work, or performance
Artistic statement	An artist’s verbal or written introduction of their work form their own perspective to convey the deeper meaning or purpose
Body patterning	Neuromuscular patterns (e.g., core-distal, head-tail, upper-body, same-side, crossing the body midline)
Body-mind principles	Concepts use to support body-mind connections (e.g., breath, grounding, movement initiation, stability-mobility, etc.)
Body-use	The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns
Bound movement	An “effort element” in which energy flow is constricted
Capstone Project	A culminating performance-based assessment, usually based in research, that demonstrates what students should know and be able to do in a specific discipline
Choreographic devices	Manipulation of dance movement, sequences or phrases (e.g., repetition, inversion, cannon, call and response, etc.)
Codified movement	Common motion(s) set in a particular style that often have specific names and expectations associated with it
Context cues	Information obtained from the dance that helps one understand or comprehend meaning and intent form a movement, group of movements, or a dance as a whole. Requires seeing relationships between movements and making inferences about their meaning or intent through visual, auditory, or sensory stimuli
Cultural movement practice	Physical movements of a dance that are associated with a particular country, community, or people
Dance literacy	The total experience of dance learning including: skills, techniques, vocabulary, history, culture, genres, repertory, choreographers, dance notation, etc.

<b>Term</b>	<b>Definition</b>
Dance movement principles	Fundamentals related to the craft and skill with which dance movement is performed
Dance phrase	A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion
Dance structures	The organization of choreography and movement to fulfill the artistic intent of a dance or dance study; often referred to as choreographic form
Dance study	A short dance that is comprised of several dance phrases based on an artistic idea
Dance techniques	The tools and skills needed to produce a particular style of movement
Dance work	A complete dance that has a beginning, middle and end
Dynamics	The qualities or characteristics of movement which lead to expressive style
Elements of dance	The key components of movement; movement of the body using space, time, and energy
Embodiment	To physicalize a movement, concept, or idea through the body
Evaluative criteria	Factors to be considered to attain an aesthetically satisfying dance composition or performance
Explore	Investigate multiple movement possibilities to learn about an idea
Free flowing movement	An "effort element" in which energy is continuous
Functional alignment	The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing
General space	Spatial orientation that is not focused toward one area of the studio or stage
Genre	A category of dance by similarities in form, style, purpose, or subject matter
Kinesthetic awareness	Pertaining to sensations and understanding of bodily movement
Locomotor	Movement that travels from one location to another
Movement characteristics	The qualities, elements, or dynamics that describe or define movement
Movement phrase	A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion
Movement vocabulary	Codified or personal movement characteristics that define a movement style
Negative space	The area around and between the dancer(s) or dance image(s) in a dance
Non-locomotor	Movement that remains in place; movement that does not travel from one location to another
Performance etiquette	Performance values and expected behaviors when rehearsing or performing
Performance practices	Accepted behaviors and practices when rehearsing and performing on stage
Personal space	The area of space directly surrounding one's body extend as far as a person can reach; also called the kinesphere
Polyrhythmic	In music, several rhythms layered on top of one another and played simultaneously, in dance, embodying several rhythms simultaneously in different body parts.

<b>Term</b>	<b>Definition</b>
Production element	Aspects of performance that produce theatrical effects (e.g., costumes, make-up, sound, etc.
Production terminology	Words commonly used to refer to the stage, performance setting, or theatrical aspects of the dance presentation
Rhythm	The patterning or structuring of time through movement or sound
Sound environment	Sound accompaniment for dancing other than music (e.g., street noise, ocean, spoken word, etc.
Space	Components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of room on a stage, or in other environments
Spatial design	Pre-determined use of direction levels, pathways, formations, and body shapes
Stimuli	A thing or event that inspires action, feeling, or thought
Technical dance skills	The degree of physical proficiency a dancer achieves within a dance style or technique (e.g., coordination, form, strength, speed, and range)
Tempo/Tempi	Different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition
Theme	A dance idea that is stated choreographically