

**Grade-by-Grade Fine Arts Content Standards  
DANCE**

**1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p>b. Combine selected characteristics of the elements of dance using sensory stimuli to create movement, such as body parts and positions, shapes, levels, swinging, fast and slow</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement</b></p> <p>a. Explore locomotor and non-locomotor movements using kinesthetic awareness</p> <p>b. Respond to prompts related to timing while executing locomotor and non-locomotor movements</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Identify and demonstrate basic locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p>b. Combine selected characteristics of the elements of dance using sensory stimuli to create movement, such as body parts and positions, shapes, levels, directions, general and personal space, percussive and sustained energy, and tempo</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement</b></p> <p>a. Demonstrate locomotor and non-locomotor movements using kinesthetic awareness</p> <p>b. Demonstrate balance and timing in directed movement experiences</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Identify and demonstrate basic and irregular locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p>b. Combine selected characteristics of the elements of dance using sensory stimuli to create movement phrases, such as body parts and positions, shapes, levels, directions, general and personal space, percussive and sustained energy, and tempo</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement</b></p> <p>a. Demonstrate movement phrases using kinesthetic awareness</p> <p>b. Execute movement phrases using balance and timing effectively</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Accurately identify and demonstrate locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p>b. Combine selected elements of dance using sensory stimuli to create movement patterns</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement</b></p> <p>a. Demonstrate movement patterns using kinesthetic awareness</p> <p>b. Execute movement patterns using balance and timing effectively</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Identify and describe the elements of dance used in movement sequences, such as body, space, time, and energy</p> <p>b. Apply the elements of dance using sensory stimuli to create movement sequences</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Perform movement sequences demonstrating kinesthetic awareness</p> <p>b. Execute movement sequences using balance and timing effectively</p>

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<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Perform and name selected dance movements</p> <p>d. Reproduce movement demonstrated by the teacher</p> <p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Apply the language of dance to observed movement</p> <p>b. Explore the uses of dance movements</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Associate selected dance movements with specific dance genres</p> <p>d. Execute memorized movement phrases</p> <p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Apply the language of dance to observed movement from different genres</p> <p>b. Select specific movements and describe their purposes</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Identify movements from dance genres representative of world cultures</p> <p>d. Execute memorized movement phrases accurately</p> <p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Identify the steps in movement phrases from different genres using the language of dance</p> <p>b. Select specific movements to explore and explain their purposes</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Demonstrate characteristic movements from dance genres representative of world cultures</p> <p>d. Execute memorized movement patterns accurately</p> <p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Identify the steps in movement patterns from different genres using the language of dance</p> <p>b. Select specific movements from a pattern and explain their purposes</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Demonstrate characteristic movements from a minimum of two different genres representative of world cultures</p> <p>d. Execute memorized movement sequences accurately</p> <p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Identify movement sequences in different dance genres using the language of dance</p> <p>b. Select specific movements in a dance and explain their purposes</p>

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**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.**

Grade Pre- K	Grade K	Grade 1	Grade 2	Grade 3
<p><b>1. Demonstrate knowledge of dances from a variety of cultures</b></p> <p>a. View dances from other cultures</p> <p>b. Perform selected traditional dances from various cultures</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new</p> <p>b. Create movements that express specific moods</p>	<p><b>1. Demonstrate knowledge of dances from a variety of cultures</b></p> <p>a. View selected dances from a variety of cultures and identify their purposes</p> <p>b. Perform selected traditional dances from various cultures using a variety of formations and partnering</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. View and discuss selected contemporary and representative dance styles from other times and places, label them as old or new, and tell why</p> <p>b. Create movements that express contrasting moods</p>	<p><b>1. Demonstrate knowledge of dances from a variety of cultures</b></p> <p>a. View and describe selected dances from a variety of cultures and identify their purposes</p> <p>b. Perform selected traditional dances from various cultures using a variety of formations, partnering, and basic dance steps</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. Identify universal themes by comparing contemporary and representative dance styles from other times and places</p> <p>b. Create movement and describe how movement can express mood or feeling</p>	<p><b>1. Demonstrate knowledge of dances from a variety of cultures</b></p> <p>a. View dances from cultures related to general classroom studies and explain their purposes</p> <p>b. Perform selected traditional dances from various cultures using a variety of formations, partnering, and step combinations</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. Identify similarities and differences in content and form between and among contemporary and representative dance styles from other times and places</p> <p>b. View and create dances and describe how they relate to personal experiences</p>	<p><b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b></p> <p>a. View dances from cultures related to general classroom studies and explain their purposes</p> <p>b. Identify the reasons why people in various cultures dance</p> <p>c. Share a dance experience that has personal meaning</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. Describe similarities and differences in content and form between and among contemporary and representative dance styles from other times and places</p> <p>b. View dances and identify ways that choreographers use dance to comment on history, society, and personal experience</p> <p>c. Identify various genres of dance</p>

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**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Explore ways line and shape are used in dance and other content areas</p>	<p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Explore ways line, shape, time, and movement are used in dance and other content areas</p>	<p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Identify ways ideas may be expressed in dance and other content areas</p>	<p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Identify <b>themes</b> common to dance and other content areas</p>	<p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Identify and interpret <b>themes</b> common to dance and other content areas</p> <p>b. Perform movements that demonstrate relationships between dance and other <b>art forms</b></p>

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**3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements to communicate ideas and concepts in response to a variety of stimuli</p> <p>b. Use <b>improvisation</b> to link two or more <b>locomotor</b> or <b>non-locomotor</b> movements</p> <p>c. Communicate ideas from stories, poems, or songs, using <b>improvisation</b></p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Communicate <b>movement ideas</b> using the <b>elements of dance</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements in response to teacher and self-initiated stimuli</p> <p>b. <b>Improvise variations</b> on given movement patterns through manipulation of body and space</p> <p>c. Interpret ideas from stories, poems, or songs, using <b>improvisation</b></p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Communicate <b>movement ideas</b> using combinations of the <b>elements of dance</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements in response to <b>sensory stimuli</b></p> <p>b. <b>Improvise variations</b> on given movement patterns through manipulation of body, space, time, and energy</p> <p>c. Use <b>improvisation</b> to communicate personal ideas or experiences through movement by manipulating body, time, space, and energy</p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Communicate <b>movement ideas</b> using combinations and variations of the <b>elements of dance</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements in response to a variety of <b>motivational stimuli</b></p> <p>b. <b>Improvise variations</b> on given <b>short movement sequences</b> through manipulation of body, space, time, and energy</p> <p>c. <b>Improvise short movement sequences</b> that communicate themes from stories, poems, and songs by emphasizing at least one <b>element of dance</b></p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Manipulate the <b>elements of dance</b> to communicate the same idea or concept in a variety of ways</p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements in response to selected <b>sensory</b> and <b>motivational stimuli</b></p> <p>b. <b>Improvise variations</b> on given <b>individual dance studies</b> through manipulation of body, space, time, and energy</p> <p>c. <b>Improvise dance studies</b> individually to communicate personal ideas or experiences by emphasizing two or more <b>elements of dance</b></p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Create <b>individual dance studies</b> that integrate the <b>elements of dance, choreographic forms, and aesthetic principles</b> to communicate a <b>theme</b></p>

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#### 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.

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<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use dance movement to tell narrative stories</p> <p><b>c.</b> Demonstrate repetition in movement</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit, affect dance presentation</p> <p><b>b.</b> Complete dances from beginning to end</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use choreographic forms, such as narrative and theme and variation, to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate repetition and sequence in movement</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Describe how awareness of space affects dance presentation</p> <p><b>b.</b> Complete dances from beginning to end incorporating an awareness of space in relationship to other dancers and the performance area</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use choreographic forms, such as narrative, theme and variation, and ABA, to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate repetition, sequence, and contrast in movement</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Explain how awareness of space and physical discipline affect dance presentations</p> <p><b>b.</b> Complete dances from beginning to end incorporating awareness of space and physical discipline</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use choreographic forms, such as narrative, theme and variation, ABA, and AB, to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate repetition, sequence, contrast, and unity in movement</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Explain how awareness of space, physical discipline, and concentration affect dance presentations</p> <p><b>b.</b> Complete dances from beginning to end incorporating awareness of space, physical discipline, and concentration</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use choreographic forms, such as narrative, theme and variation, ABA, AB, canon, and call-and-response, to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate a variety of movement effects using repetition, sequence, contrast, unity, balance, and proportion</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Explain how consistent application of performance competencies and technical proficiency are essential in dance rehearsals and performances</p> <p><b>b.</b> Execute movement with technical proficiency and demonstrate performance competencies</p>

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**4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe locomotor and non-locomotor movements in dance performances</p> <p><b>b.</b> Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo</p> <p><b>c.</b> Demonstrate audience behaviors that are respectful of the performers</p>	<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected aesthetic principles, such as repetition, unity, variety, and sequence, in dance performances</p> <p><b>b.</b> Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, tempo, directions, general and personal space, and percussive and sustained energy</p> <p><b>c.</b> Identify conventions of audience etiquette and how they relate to dance performances</p>	<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected choreographic forms, such as narrative, call-and-response, and canon, in dance performances</p> <p><b>b.</b> Describe the elements of dance in observed performances</p> <p><b>c.</b> Identify conventions of audience etiquette and how they relate to dance performances in a variety of venues</p>	<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected performance competencies, such as awareness of space and concentration, in dance performances</p> <p><b>b.</b> Describe how the elements of dance are combined in observed performances to create mood or communicate concepts</p> <p><b>c.</b> Identify conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings</p>	<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected aesthetic principles such as repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast</p> <p><b>b.</b> Identify criteria that might be used to critique personal performances, both improvised and choreographed, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of cultures and settings</p> <p><b>d.</b> Identify how the elements of dance, aesthetic principles, choreographic forms, and performance competencies affect audience response</p> <p><b>e.</b> Describe sources of ideas for personal performances, improvisations, and choreography</p>

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**1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Identify and describe the elements of dance used in movement sequences, such as body, space, time, and energy</p> <p>b. Apply the elements of dance using sensory stimuli to create movement sequences</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Perform movement sequences demonstrating kinesthetic awareness</p> <p>b. Execute movement sequences using balance and timing effectively</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Explain how the elements of dance are used to communicate ideas, thoughts, and feelings in movement sequences</p> <p>b. Demonstrate accurately movement sequences that use the elements of dance to interpret motivational stimuli</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Identify the relationship between technical proficiency and physical attributes</p> <p>b. Demonstrate balance, timing, strength and speed in movement sequences</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Explain ways the elements of dance can be manipulated to change ideas, thoughts, and feelings communicated in movement sequences</p> <p>b. Demonstrate accurately movement sequences that use the elements of dance to interpret literal ideas</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Identify and explain the relationship between technical proficiency and physical attributes</p> <p>b. Demonstrate balance, timing, strength, speed, flexibility, and agility in movement sequences</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Compare ways the elements of dance are manipulated by different choreographers to communicate similar meaning</p> <p>b. Demonstrate accurately dance studies that use the elements of dance to interpret non-literal ideas</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Demonstrate physical attributes, such as alignment, placement, flexibility, and endurance, that contribute to technical proficiency in performance</p> <p>b. Perform consistently basic dance skills with technical proficiency</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Interpret the meaning of a variety of dance studies and compare how the elements of dance are used to communicate</p> <p>b. Incorporate the elements of dance to develop dance studies that interpret abstract ideas and concepts</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Demonstrate physical attributes, such as alignment, placement, flexibility, endurance, balance, articulation, and timing, that contribute to technical proficiency in performance</p> <p>b. Perform consistently a variety of dance skills with technical proficiency</p>	<p><b>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</b></p> <p>a. Analyze various dances to determine how the elements of dance are used to communicate meaning</p> <p>b. Incorporate the elements of dance to develop dances that interpret a variety of stimuli</p> <p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>a. Demonstrate physical attributes such as alignment, placement, flexibility, endurance, balance, articulation, timing, power, speed, and strength, that contribute to technical proficiency in performance</p> <p>b. Perform consistently more complex dance skills with technical proficiency</p>

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<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Demonstrate characteristic movements from a minimum of two different genres representative of world cultures</p> <p>d. Execute memorized movement sequences accurately</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Perform characteristic movements from a minimum of three different genres representative of world cultures</p> <p>d. Execute memorized dance studies accurately</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Identify origins and perform characteristic movement sequences from a minimum of three different dance genres representative of world cultures</p> <p>d. Execute memorized dance studies accurately</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Perform accurately and describe characteristics and origins of movement sequences from a minimum of three dance genres representative of world cultures</p> <p>d. Reproduce memorized dances accurately</p> <p>e. Identify healthful physical behaviors for dancers</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Perform accurately and describe characteristics of dances from a minimum of three dance genres representative of world cultures</p> <p>d. Reproduce memorized dances accurately</p> <p>e. Explain healthful physical behaviors for dancers</p>	<p><b>2. Demonstrate kinesthetic awareness and technical proficiency in dance performance</b></p> <p>c. Perform with technical proficiency and compare characteristic dances from a minimum of three dance genres representative of world cultures</p> <p>d. Reproduce memorized dances accurately</p> <p>e. Explain ways healthful physical behaviors for dancers enhance physical attributes and technical proficiency</p>
<p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Identify movement sequences in different dance genres using the language of dance</p> <p>b. Select specific movements in a dance and explain their purposes</p>	<p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Describe movement sequences in a minimum of three different dance genres using the language of dance</p> <p>b. Explain the purpose and meaning of specific movements in selected dances</p>	<p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Compare movement sequences in a minimum of three different dance genres using the language of dance</p> <p>b. Explain the purpose and meaning of specific movements in a variety of dances</p>	<p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Identify physical attributes required by dances representative of diverse genres and world cultures using the language of dance</p> <p>b. Identify dance skills and movement sequences that improve technical proficiency</p>	<p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Compare the physical attributes required by dances representative of diverse genres and world cultures using the language of dance</p> <p>b. Describe dance skills and movement sequences that improve technical proficiency</p>	<p><b>3. Respond to dance through observation, experience, and analysis</b></p> <p>a. Analyze physical attributes and technical proficiency required by dances representative of diverse genres and world cultures using the language of dance</p> <p>b. Analyze dance skills and movement sequences to improve personal technical proficiency</p>

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**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b></p> <p>a. View dances from cultures related to general classroom studies and explain their purposes</p> <p>b. Identify the reasons why people in various cultures dance</p> <p>c. Share a dance experience that has personal meaning</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. Describe similarities and differences in content and form between and among contemporary and representative dance styles from other times and places</p> <p>b. View dances and identify ways that choreographers use dance to comment on history, society, and personal experience</p>	<p><b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b></p> <p>a. Perform and explain the meaning of dances from cultures related to general classroom studies</p> <p>b. Explain the reasons why people in various cultures dance</p> <p>c. Share a personal dance experience from a specific culture</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. Identify relationships between historical events and major developments in dance</p> <p>b. Explain how dance relates to individual expression</p>	<p><b>1. Demonstrate knowledge of the contexts of dances from a variety of cultures</b></p> <p>a. Perform and identify similarities between dances from cultures related to general classroom studies</p> <p>b. Explain the roles of dance in several cultures</p> <p>c. Identify connections between various cultures and personal dance experiences</p> <p><b>2. Relate dance to history, society, and personal experience</b></p> <p>a. Identify social events and major events in dance</p> <p>b. Explain how historical and social roles of dance relate to individual expression</p>	<p><b>1. Compare the contexts of dances from a variety of cultures</b></p> <p>a. Perform and compare dances of several cultures related to general classroom studies</p> <p>b. Explain the influences of dance on the peoples of several cultures</p> <p>c. Identify ways various cultures and peoples are connected through dance experiences</p> <p><b>2. Explain how dance reflects and influences history, society, and personal experience</b></p> <p>a. Explain historical events that influenced the development of dance forms, styles, and genres</p> <p>b. Describe ways dance is used for individual, cultural, and social expression throughout history</p>	<p><b>1. Compare the contexts of dances from a variety of cultures</b></p> <p>a. Perform and describe the form and content of traditional dances from a variety of cultures</p> <p>b. Explain how societies in a variety of cultures view dance</p> <p>c. Explain how various cultures and people are connected through dance experiences</p> <p><b>2. Explain how dance reflects and influences history, society, and personal experience</b></p> <p>a. Explain social events that influenced the development of dance forms, styles, and genres</p> <p>b. Describe ways dance is used for individual, cultural, and social expression today</p>	<p><b>1. Compare the contexts of dances from a variety of cultures</b></p> <p>a. Perform and analyze the form, content, and meaning of traditional dances from a variety of cultures</p> <p>b. Compare the significant roles and functions of dance in a variety of cultures</p> <p>c. Compare how various cultures and peoples are connected through dance experiences</p> <p><b>2. Explain how dance reflects and influences history, society, and personal experience</b></p> <p>a. Explain how major developments in dance are related to historical events, social events, and the people in various cultures</p> <p>b. Compare how choreographers use various forms, styles, and genres of dance for individual, cultural, and social expression</p>

**Grade-by-Grade Fine Arts Content Standards  
Dance**

**2.0 Historical, Cultural, and Social Context – Students will demonstrate an understanding of dance as an essential aspect of history and human experience.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>2. Relate dance to history, society, and personal experience</b></p> <p>c. Identify various <b>genres</b> of dance</p> <p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Identify and interpret <b>themes</b> common to dance and other content areas</p> <p>b. Perform movements that demonstrate <b>relationships</b> between dance and other art forms</p>	<p><b>2. Relate dance to history, society, and personal experience</b></p> <p>c. Identify characteristics and origins of dance <b>genres</b></p> <p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Demonstrate a variety of <b>themes</b> and ideas common to dance and other <b>art forms</b></p> <p>b. Demonstrate ways in which the knowledge and skills of another content area are related to those of dance</p> <p>c. Select and perform <b>movement sequences</b> that show relationships between dance and other art forms</p>	<p><b>2. Relate dance to history, society, and personal experience</b></p> <p>c. Identify characteristics and origins of various <b>styles</b> and <b>forms</b> of dance</p> <p><b>3. Demonstrate understanding of the relationships between and among dance and other content areas</b></p> <p>a. Identify <b>themes</b> and ideas common to dance and other forms of <b>human expression</b></p> <p>b. Demonstrate ways in which the knowledge and skills of other content areas are related to those of dance</p> <p>c. Perform and explain <b>movement sequences</b> that demonstrate relationships between dance and other art forms</p>	<p><b>2. Explain how dance reflects and influences history, society, and personal experience</b></p> <p>c. Describe characteristics and origins of various <b>styles</b> and <b>forms</b> of dance within and among <b>cultures</b></p> <p><b>3. Explain commonalities of content and process among the arts, humanities, and sciences</b></p> <p>a. Describe <b>themes</b> and ideas common to dance and other forms of human expression</p> <p>b. Identify ways in which the knowledge, skills, and processes of other disciplines are related to those of dance</p> <p>c. Create <b>dance studies</b> that demonstrate relationships between dance and other art forms</p>	<p><b>2. Explain how dance reflects and influences history, society, and personal experience</b></p> <p>c. Describe characteristics and origins of various <b>forms, styles,</b> and <b>genres</b> of dance within and among <b>cultures</b></p> <p><b>3. Explain commonalities of content and process among the arts, humanities, and sciences</b></p> <p>a. Identify <b>themes,</b> ideas, and issues common to dance, the humanities, sciences, and other art forms</p> <p>b. Describe ways in which the knowledge, skills, and processes of other disciplines are related to those of dance</p> <p>c. Create and explain <b>dance studies</b> that demonstrate relationships between dance and other disciplines</p>	<p><b>2. Explain how dance reflects and influences history, society, and personal experience</b></p> <p>c. Compare characteristics and origins of various <b>forms, styles,</b> and <b>genres</b> of dance within and among <b>cultures</b></p> <p><b>3. Explain commonalities of content and process among the arts, humanities, and sciences</b></p> <p>a. Describe <b>themes,</b> ideas, and issues common to dance, the humanities, sciences, and other art forms</p> <p>b. Analyze ways in which the knowledge, skills, and processes of other disciplines are related to those of dance</p> <p>c. Create and analyze <b>movement sequences</b> that demonstrate relationships between dance and other disciplines</p>

**Grade-by-Grade Fine Arts Content Standards  
DANCE**

**3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements in response to selected <b>sensory</b> and <b>motivational stimuli</b></p> <p>b. <b>Improvise</b> variations on given <b>individual dance studies</b> through manipulation of <b>body, space, time,</b> and <b>energy</b></p> <p>c. <b>Improvise dance studies</b> individually to communicate personal ideas or experiences by emphasizing two or more <b>elements of dance</b></p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Create individual <b>dance studies</b> that integrate the <b>elements of dance, choreographic forms,</b> and <b>aesthetic principles</b> to communicate a <b>theme</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise</b> movements in response to several <b>sensory or motivational stimuli</b></p> <p>b. Communicate ideas, thoughts, and feelings using <b>improvisation</b></p> <p>c. <b>Improvise dance studies</b> individually and with a partner</p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Create individual and partner <b>dance studies</b> that integrate the <b>elements of dance, choreographic forms,</b> and <b>aesthetic principles</b> to communicate a <b>theme</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise short movement sequences</b> in response to a variety of <b>sensory and motivational stimuli</b></p> <p>b. Communicate concepts using <b>improvisation</b></p> <p>c. <b>Improvise dance studies</b> individually and in small groups</p> <p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Create small group <b>dance studies</b> that integrate the <b>elements of dance, choreographic forms,</b> and <b>aesthetic principles</b> to communicate a <b>theme</b></p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise movement sequences</b> in response to a variety of <b>sensory stimuli</b></p> <p>b. Communicate <b>narrative ideas</b> using <b>improvisation</b></p> <p>c. Demonstrate and describe the <b>improvisational process</b> used to create dances</p> <p><b>2. Develop the ability to select and combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Select <b>elements of dance</b> to convey ideas</p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise dance studies</b> in response to a variety of <b>motivational stimuli</b></p> <p>b. Communicate <b>literal and non-literal ideas</b> using <b>improvisation</b></p> <p>c. Create dances individually and with a partner using the <b>improvisational process</b></p> <p><b>2. Develop the ability to select and combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Combine and modify the <b>elements of dance</b> to convey ideas</p>	<p><b>1. Develop the ability to improvise dance</b></p> <p>a. <b>Improvise dance studies</b> in response to a variety of <b>sensory and motivational stimuli</b></p> <p>b. Communicate <b>abstract concepts</b> using <b>improvisation</b></p> <p>c. Create dances individually and in groups using the <b>improvisational process</b></p> <p><b>2. Develop the ability to select and combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>a. Manipulate the <b>elements of dance</b> to convey similar and contrasting ideas</p>

**Grade-by-Grade Fine Arts Content Standards  
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**3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use choreographic forms, such as narrative, theme and variation, ABA, AB, canon, and call-and-response, to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate a variety of movement effects using repetition, sequence, contrast, unity, balance, and proportion</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Explain how consistent application of performance competencies and technical proficiency are essential in dance rehearsals and performances</p> <p><b>b.</b> Execute movement with technical proficiency and demonstrate performance competencies</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Use choreographic forms, such as narrative, theme and variation, ABA, AB, canon, call-and-response, and ground bass), to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate a variety of movement effects using repetition, sequence, contrast, unity, balance, proportion, climax, and transition</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Exhibit awareness of space, concentration, physical discipline, and projection in rehearsals and dance performances</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p>Use choreographic forms, such as narrative, theme and variation, ABA, AB, canon, call-and-response, ground bass, rondo, and collage, to communicate ideas through dance movement</p> <p><b>c.</b> Demonstrate a variety of movement effects using repetition, sequence, contrast, unity, balance, proportion, climax, transition, harmony, and variety</p> <p><b>3. Develop performance competencies in dance</b></p> <p><b>a.</b> Exhibit awareness of space, concentration, physical discipline, projection, and clarity in rehearsals and dance performances</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Create movement sequences by selecting and using choreographic forms to support ideas or themes</p> <p><b>c.</b> Select aesthetic principles to vary the performance of movement ideas</p> <p><b>d.</b> Create movement sequences using selected elements, aesthetic principles, and choreographic forms of dance</p> <p><b>3. Apply performance competencies in dance</b></p> <p><b>a.</b> Demonstrate consistent application of awareness of space, physical discipline, and concentration in rehearsals and dance performances</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Create dance studies to convey ideas or themes using selected choreographic forms</p> <p><b>c.</b> Combine aesthetic principles to modify the performance of movement ideas</p> <p><b>d.</b> Organize dance studies by combining elements, aesthetic principles, and choreographic forms</p> <p><b>3. Apply performance competencies in dance</b></p> <p><b>a.</b> Demonstrate consistent application of awareness of space, physical discipline, concentration, and projection in rehearsals and dance performances</p>	<p><b>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</b></p> <p><b>b.</b> Create dances by selecting and applying choreographic forms to communicate meaning</p> <p><b>c.</b> Manipulate movement ideas using aesthetic principles as criteria for revision</p> <p><b>d.</b> Organize dances by combining elements, aesthetic principles, and choreographic forms</p> <p><b>3. Apply performance competencies in dance</b></p> <p><b>a.</b> Demonstrate consistent application of awareness of space, physical discipline, concentration, projection, and clarity in rehearsals and dance performances</p>

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**4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected <b>aesthetic principles</b>, such as <b>repetition, unity, variety, sequence, proportion, transition, balance, harmony, climax, and contrast</b></p> <p><b>b.</b> Identify criteria that might be used to <b>critique</b> personal performances, <b>improvised</b> and <b>choreographed</b>, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of <b>cultures</b> and settings</p>	<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected <b>choreographic forms</b>, such as <b>narrative, call-and-response, canon, ABA, theme and variation, AB, and rondo</b>, in dance performances</p> <p><b>b.</b> Describe criteria that might be used to <b>critique</b> personal performances, <b>improvised</b> and <b>choreographed</b>, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of <b>cultures</b> and setting</p>	<p><b>1. Identify and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Recognize and describe selected <b>performance competencies</b>, such as <b>awareness of space, concentration, projection, and clarity</b>, in dance performances</p> <p><b>b.</b> Use given criteria to <b>critique</b> personal performances, <b>improvised</b> and <b>choreographed</b>, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of <b>cultures</b> and settings</p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Analyze dance performances using the <b>elements of dance, aesthetic principles, choreographic forms, and performance competencies</b> as criteria to determine structure</p> <p><b>b.</b> Select and use criteria to <b>critique</b> personal performances, <b>improvised</b> and <b>choreographed</b>, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of <b>cultures</b> and settings</p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> Interpret dance performances using the <b>elements of dance, aesthetic principles, choreographic forms, and performance competencies</b> as criteria to determine meaning or intent</p> <p><b>b.</b> Defend the selection of criteria used to <b>critique</b> personal performances, <b>improvised</b> and <b>choreographed</b>, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of <b>cultures</b> and settings</p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>a.</b> <b>Critique</b> dance performances using the <b>elements of dance, aesthetic principles, choreographic forms, and performance competencies</b> as criteria to determine aesthetic value</p> <p><b>b.</b> Formulate and use multiple sets of criteria to <b>critique</b> personal performances, <b>improvised</b> and <b>choreographed</b>, and the performances of others</p> <p><b>c.</b> Explain conventions of audience etiquette and how they relate to dance performances in a variety of <b>cultures</b> and settings</p>

**Grade-by-Grade Fine Arts Content Standards  
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**4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>d.</b> Identify how the <b>elements of dance, aesthetic principles, choreographic forms, and performance competencies</b> affect audience response</p> <p><b>e.</b> Describe sources of ideas for personal performances, <b>improvisations</b>, and <b>choreography</b></p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>d.</b> Explain how <b>performance competencies</b> affect audience response</p> <p><b>e.</b> Describe how selection of the <b>elements of dance and choreographic forms</b> affects personal performances, <b>improvisations</b>, and <b>choreography</b></p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>d.</b> Explain how the <b>performance competencies and the elements of dance</b> affect audience response</p> <p><b>e.</b> Describe how the selection of <b>aesthetic principles</b> affects personal performances, <b>improvisations</b>, and <b>choreography</b></p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>d.</b> Explain how <b>performance competencies, the elements of dance, and choreographic forms</b> affect audience response</p> <p><b>e.</b> Describe how aesthetic decision-making affects personal performances, <b>improvisations</b>, and <b>choreography</b></p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>d.</b> Explain how <b>performance competencies, the elements of dance, choreographic forms, and aesthetic principles</b> affect audience response.</p> <p><b>e.</b> Explain the <b>creative process</b> and the ways in which artistic choices affect how personal performances, <b>improvisations</b>, and <b>choreography</b> evolve over time</p>	<p><b>1. Identify, analyze, and apply criteria to evaluate choreography and performance</b></p> <p><b>d.</b> Analyze how <b>performance competencies, the elements of dance, choreographic forms, and aesthetic principles</b> affect audience response</p> <p><b>e.</b> Articulate rationales to explain conceptualizations, <b>aesthetic</b> decisions, and effectiveness of personal performances, <b>improvisations</b>, and <b>choreography</b></p>