Content Standard 2: Students will understand choreographic principles, processes and structures.

Grades K-4

Students will:

a. use improvisation to discover and invent movement and solve movement problems;
b. create a sequence or simple dance with a beginning, middle and end, both with and without rhythmic accompaniment; identify each of these parts of the sequence;
c create a dance phrase, repeat it and then vary it (making changes in the time, space and/or force/energy);
d. demonstrate the ability to work effectively, alone and with a partner;
e. demonstrate the following partner skills: copying, leading and following, and mirroring;
f. improvise, create and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas; and
g. identify and describe the choreographic structure of their own dances in simple terms.

Grades 5-8

Students will:

a. use improvisation to generate movement for choreography;
b. create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax;
c. demonstrate successfully the structures or forms of AB, ABA, canon, call and response and narrative;
d. demonstrate the ability to work cooperatively in pairs and small groups during the choreographic process;
e. demonstrate the following partner skills: creating contrasting and complementary shapes, taking and supporting weight, balance and counter balance; and
f. describe and analyze the choreographic structure of dance viewed in class, in the theater, or on video.

Grades 9-12

Students will:

a. use effectively a range of choreographic processes;
b. choreograph dances which effectively demonstrate a range of choreographic principles;
c. demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation and chance) through brief dance studies;
d. choreograph duets and small group dances demonstrating an understanding of choreographic principles, processes and structures both in collaborative groups and as choreographer/director;
e. develop an idea independently from initial inception through to presentation for an audience; and
f. describe how a choreographer manipulated and developed the basic movement content in a dance.

Content Standard 3: Students will understand how dance creates and communicates meaning.

Grades K-4

Students will:

a. observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures);
b. take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theater or on video; and
c. present their own dances to peers and discuss their meanings with confidence.

Grades 5-8

Students will:

a. effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement;
b. observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance;
c. demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance; and
d. explain the meaning of one of their own dances.

Grades 9-12

Students will:

a. formulate and answer questions about how movement choices communicate abstract ideas in dance;
b. examine the ways in which a dance creates and conveys meaning by considering the dance from different cultural perspectives;
c. compare and contrast how meaning is communicated in two of their own dances; and
d. create a dance that effectively communicates a contemporary social theme or a topic of personal significance.

Content Standard 4: Students will apply analytical and evaluative thinking skills in dance.

Grades K-4

Students will:

a. generate multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for their choice;
b. observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways; and
c. demonstrate appropriate audience behavior in watching dances; discuss their opinions about the dances in a supportive and constructive way.

Grades 5-8

Students will:

a. create a movement idea and demonstrate multiple interpretations; choose the most effective and discuss the reasons for their choice;
b. compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo) and force/energy (movement qualities); and
c. identify possible criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast, clarity of idea).

Grades 9-12

Students will:

a. create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions;
b. establish a set of artistic criteria and apply it in evaluating their own work and that of others;
c. compare the work of two contrasting choreographers using a given set of artistic criteria;
d. analyze the style of a choreographer or cultural form; then create a dance study in that style and evaluate the results in discussion with peers; and
e. formulate and answer their own aesthetic questions (such as: What is it that makes a particular dance that dance? What makes a successful dance successful?).

Content Standard 5: Students will demonstrate an understanding of dance in various cultures and historical periods.

Grades K-4

Students will:

a. perform simple folk dances from various cultures with competence and confidence;

b. perform a dance from a resource in their own community; describe the cultural and/or historical context (how and why this dance is/was performed); and

c. answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?).

Grades 5-8

Students will:

a. competently perform folk, traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement styles;

b. competently perform folk, social and/or theatrical dances from a broad spectrum of 20th-century America;

c. learn from resources in their own community (such as people, books and video) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers; and

d. describe the role of dance in at least two different cultures or time periods.

Grades 9-12

Students will:

a. perform or discuss the traditions and techniques of a classical dance form;

b. perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms;

c. create a time line illustrating important dance events in the 20th century;

d. analyze historical and cultural images of the body in dance and compare these to contemporary images; and

e. create and answer questions about dance and dancers prior to the 20th century.

Content Standard 6: Students will make connections between dance and healthful living.

Grades K-4

Students will:

a. identify at least three personal goals to improve themselves as dancers;

b. describe the skeleton and how it works in simple terms; and

c. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples.

Grades 5-8

Students will:

a. identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals;

b. identify major muscle groups and how they work together to produce movement;

c. create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes; and

d. explain strategies to prevent dance injuries.

Grades 9-12

Students will:

a. reflect upon their own progress and personal growth during their study of dance;

b. create and demonstrate movement sequences which stretch and strengthen the main muscle groups;

c. analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media; and

d. communicate effectively how lifestyle choices affect the dancer.