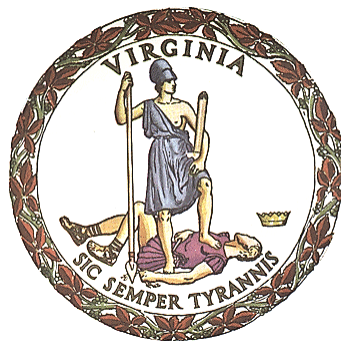

Dance Arts Standards of Learning for Virginia Public Schools



**Board of Education
Commonwealth of Virginia**

May 2020

Dance Arts Standards of Learning for Virginia Public Schools

**Adopted in May 2020 by the
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Foreword

The Fine Arts Standards of Learning in this publication represent a significant development in public education in Virginia. Adopted in May 2020 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts as part of a comprehensive education in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, work collaboratively, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, community arts organization representatives, fine arts professional organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state, as well as public comment email accounts.

The Fine Arts Standards of Learning are available online for divisions and teachers to use in developing curricula, lesson plans, instructional strategies, and assessment methods to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what students need to know and be able to do in a sequential course of study. The standards set clear, concise, measurable, and rigorous expectations for students.

While the standards focus on what is most essential, schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. Fine arts instruction in Virginia is responsive to and respectful of students' prior experiences, talents, interests, and cultural perspectives. Successful fine arts programs challenge students to maximize their potential and provide consistent monitoring, support and encouragement to ensure success for all. All students, including gifted students, English learners, and students with special needs, must have an opportunity to learn and meet high standards in fine arts instruction as part of a comprehensive education.

A major objective of Virginia's educational agenda is to provide the citizens of the Commonwealth with a program of public education that is among the best in the nation and that meets the needs of all students of the Commonwealth. These Fine Arts Standards of Learning exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace.

Introduction

The *Dance Arts Standards of Learning* identify the essential knowledge and skills required for dance arts curriculum at each grade level or course in Virginia’s public schools. The standards are readily applicable to a variety of dance techniques and styles. The standards outline the minimum criteria for a sequential course of study within a comprehensive dance arts education program. The standards are designed to be cumulative, progressing in complexity by course from middle school through the four levels of high school.

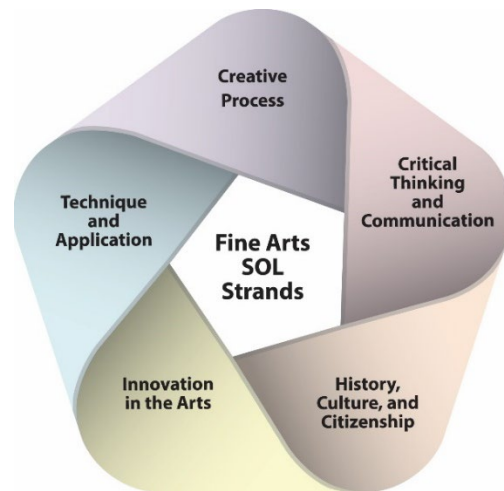
A comprehensive dance arts program provides students with the ability to develop ideas through a creative process and to develop critical thinking skills. Through engagement with dance arts, students draw upon core academic areas to develop solutions to problems of creation, design, and execution. Students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifelong engagement with the arts.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The *Dance Arts Standards of Learning* support the following goals for students:

- Demonstrate creative thinking by employing originality, flexibility, and imagination when developing movement sequences.
- Understand and apply creative processes for developing original voice and vision as a dancer.
- Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.
- Articulate personal responses to dance and understand the value of learning about the diverse responses of others.
- Identify and apply collaboration and communication skills for rehearsal, performance, and production of dance works.
- Demonstrate understanding of cultural and historical influences of dance arts.
- Nurture a lifelong engagement with dance as a performer, supporter, advocate, and informed viewer.
- Identify and understand ethical and legal considerations for engaging with and using dance resources and source materials.
- Connect dance arts content, skills, and processes to career options, college opportunities, and the 21st Century workplace.
- Understand and explore the impact of current and emerging technologies on dance arts.
- Cultivate authentic connections between dance skills, content, and processes with other fields of knowledge to develop problem-solving skills.
- Develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument.
- Solve choreographic problems creatively through use of the principles, processes, and structures of dance composition.
- Demonstrate knowledge of the elements of dance production and the safe use of materials, methods, and technologies.



Strands

The *Dance Arts Standards of Learning* are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout dance arts instruction, regardless of the particular learning experience. Through the understanding of dance arts concepts and acquisition of dance arts skills, the goals for dance arts education are realized.

Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through a creative process, students use their knowledge and skills flexibly to develop original style and vision as a dancer.

Critical Thinking and Communication

Critical thinking and communication skills for dance include observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will objectively evaluate dance works by analyzing the creative elements and the dance productions as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work. Students examine and articulate their opinions, preferences, and beliefs regarding dance arts, and recognize the value of learning about the variety of responses of others.

History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for dance from the perspective of many time periods, people, and places. Students recognize ways that dance arts are integral to communities and cultures. Students identify and interact with dance as a community member and citizen, developing a lifelong engagement with dance as a supporter, advocate, performer, and informed viewer. Students identify and apply ethical and legal considerations for engaging with dance resources and source materials responsibly.

Innovation in the Arts

Students understand and explore opportunities to connect dance arts content, processes, interests, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on dance arts processes and works, and develop problem-solving skills by cultivating connections between fields of knowledge.

Technique and Application

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production.

Safety

Safety must be given the highest priority in implementing the dance arts instructional program. Students must know how to follow safety guidelines, demonstrate appropriate safety techniques, use equipment safely, and practice dance theatre etiquette both on and off the stage while working individually and in groups.

For every instructional activity, correct training techniques as well as wise selection of appropriate resources, materials, and dance experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful management, and constant monitoring during dance activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Studio Safety in the Dance Instruction Setting

Every effort should be made to provide an instructional site appropriate to dance instruction. Students should be instructed in proper studio rules, dress, and etiquette. Instructors should stress safe technical practices for their students, including

- consistent, correct alignment of spine and limbs, along with technical skills that minimize the risk of injury while enhancing technical accomplishment;
- use of appropriate movement material to provide technical challenges with minimum risk to physical safety;
- use of sound warm-up, cool-down, stretching, and strengthening techniques to prepare the body for class, rehearsal, and performance, and care for it afterward; and
- use of appropriate dance footwear or bare feet.

Theatre Safety in the Dance Performance Setting

Dance production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning about the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

Rehearsal

- Physical warm-ups and cool-downs are essential for dancers' safety.
- All unnecessary sets, furniture, and other objects and obstructions should be cleared from the rehearsal space.
- A telephone should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a dance teacher as well as a stage manager, production manager, and/or technical director.

Design and implementation of technical elements

- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.
- When dance productions require construction of scenery, costumes, and/or properties, construction should be conducted under the same conditions and according to the same practices used for career and technical education classes, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- A smooth, resilient, nonslip floor should be used (e.g., sprung wood floor, marley floor).

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be unobstructed and usable at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a teacher with training in theatre safety.

Kindergarten Dance Arts

The standards for Kindergarten Dance Arts serve as the foundation for further dance arts instruction. The standards place emphasis on solving problems individually and collaboratively, developing critical thinking skills, and connecting dance arts skills and processes to other fine arts. Students develop artistic and technical skills for self-expression and group performance.

Creative Process

- K.1 The student will explore how movement communicates meaning.
- K.2 The student will ask questions about dance arts.

Critical Thinking and Communication

- K.3 The student will describe dance performances using appropriate dance vocabulary.
- K.4 The student will describe personal connections to and interests in dance.
- K.5 The student will recognize that dance is an art form that consists of individuals working both in groups and individually.

History, Culture, and Citizenship

- K.6 The student will respond to dance works from a variety of time periods, places, and people.
- K.7 The student will identify a variety of reasons why people dance.
- K.8 The student will identify information about dance from provided resources.

Innovation in the Arts

- K.9 The student will recognize dance as an art form and profession.
- K.10 The student will recognize ways that technology is used in dance.
- K.11 The student will recognize connections between music, theatre, and visual arts in dance experiences.

Technique and Application

- K.12 The student will recognize and apply skills and concepts of *body* in dance activities and performance, including:
 - a) Parts of the body.
 - b) Using body positions to create shapes.
- K.13 The student will recognize locomotor and non-locomotor movements.
- K.14 The student will recognize personal and general space.
- K.15 The student will recognize a variety of rhythms and tempos in dance.
- K.16 The student will recognize skills and concepts of *energy* in dance.
- K.17 The student will identify safety procedures in dance spaces.
- K.18 The student will recognize styles of dance.

Grade One Dance Arts

The standards for Grade One Dance Arts emphasize that dance arts increase communication skills and self-expression. Students continue to develop motor domains and movement skills. Students learn to recognize and apply a creative process for developing dance ideas, and respond to dance works from a variety of time periods, people, and places.

Creative Process

- 1.1 The student will improvise movement in response to a variety of prompts.
- 1.2 The student will generate ideas and collaborate to expand ideas to solve dance challenges.

Critical Thinking and Communication

- 1.3 The student will describe similarities and differences in dance works using dance terms.
- 1.4 The student will describe personal reactions or responses to dance works.
- 1.5 The student will identify and apply skills needed to collaborate in dance activities and performances, including performer and audience etiquette.

History, Culture, and Citizenship

- 1.6 The student will identify and respond to dance works from a variety of time periods, places, and people.
- 1.7 The student will identify and describe reasons why people create, view, and participate in dance.
- 1.8 The student will explore appropriate sources for viewing dance works.

Innovation in the Arts

- 1.9 The student will identify and discuss careers in dance.
- 1.10 The student will identify and describe how technology is used in dance performances.
- 1.11 The student will describe and explore connections between music, theatre, and visual arts with dance experiences.

Technique and Application

- 1.12 The student will identify skills and concepts of *body* in dance activities and performance, including:
 - a) Parts of the body.
 - b) The use of the body to create shapes.
- 1.13 The student will identify skills and concepts of *action* in dance activities and performance, including:
 - a) Locomotor movements.
 - b) Non-locomotor movements
- 1.14 The student will identify skills and concepts of *space* in dance activities and performance, including:
 - a) Personal space.

- b) General space.
 - c) Size.
 - d) Levels.
- 1.15 The student will identify skills and concepts of *time* in dance activities and performance, including:
- a) Tempos.
 - b) Rhythms.
- 1.16 The student will identify skills and concepts of *energy* in dance activities and performance, including:
- a) Movement flow.
 - b) Weight.
- 1.17 The student will describe why safety procedures are necessary for dance activities and performances.
- 1.18 The student will recognize and explore styles of dance including but not limited to ballet, jazz, and tap.

Grade Two Dance Arts

The standards for Grade Two Dance Arts focus on developing ideas for movement. Students acquire ideas from their own experiences, their schools, their communities, the environment, and dance of a variety of cultural influences and styles. Students express these ideas in exploring and developing a variety of dance movement skills.

Creative Process

- 2.1 The student will improvise movement in response to a variety of stimuli.
- 2.2 The student will collaborate to develop ideas for group or individual performance.

Critical Thinking and Communication

- 2.3 The student will compare and contrast elements of dance in dance works using dance terms.
- 2.4 The student will identify and discuss a variety of responses to dance works.
- 2.5 The student will identify and apply appropriate audience etiquette for a variety of dance settings.

History, Culture, and Citizenship

- 2.6 The student will identify ways that dance is part of customs and traditions of various cultures.
- 2.7 The student will identify dance experiences in the community and Commonwealth.
- 2.8 The student will explore sources for dance research.

Innovation in the Arts

- 2.9 The student will identify careers and professional skills in dance including but not limited to dancers, choreographers, and teaching artists.
- 2.10 The student will explore technology used in dance.
- 2.11 The student will identify skills and concepts learned in dance that relate to concepts learned in other content areas.

Technique and Application

- 2.12 The student will describe skills and concepts of *body* in dance activities and performance, including:
 - a) Parts of the body.
 - b) The use of the body to create shapes.
- 2.13 The student will describe skills and concepts of *action* in dance activities and performance, including:
 - a) Locomotor movements.
 - b) Non-locomotor movements.
- 2.14 The student will describe skills and concepts of *space* in dance activities and performance, including:

- a) Personal space.
 - b) General space.
 - c) Size.
 - d) Levels.
 - e) Stage directions/place.
- 2.15 The student will describe skills and concepts of *time* in dance activities and performance, including:
- a) Tempos.
 - b) Rhythms.
- 2.16 The student will describe skills and concepts of *energy* in dance activities and performance, including:
- a) Movement flow.
 - b) Weight.
- 2.17 The student will identify safety procedures for dance rehearsal and performance.
- 2.18 The student will explore and practice styles of dance including but not limited to ballet, jazz, hip hop, tap, and world dances.

Grade Three Dance Arts

The standards for Grade Three Dance Arts emphasize learning through exploration and inquiry. Students explore how dance communicates meaning, and develop communication skills for dance activities and performances. Students expand movement skills related to body, action, space, time, and energy as well as explore historical and cultural influences of dance.

Creative Process

- 3.1 The student will improvise movement sequences that have a beginning, middle, and end.
- 3.2 The student will revise dance works based on peer and teacher feedback.

Critical Thinking and Communication

- 3.3 The student will describe ways that elements of dance communicate meaning in dance works.
- 3.4 The student will explain personal responses to dance works.
- 3.5 The student will identify and demonstrate active listening in dance activities and performances.

History, Culture, and Citizenship

- 3.6 The student will explore how dance is influenced by history and culture.
- 3.7 The student will describe reasons that dance has value to individuals and communities.
- 3.8 The student will discuss appropriate use of the Internet for inquiry and exploration of dance topics.

Innovation in the Arts

- 3.9 The student will investigate a variety of dance careers.
- 3.10 The student will investigate and explain how technology and media are used in dance performance and production.
- 3.11 The student will explain how dance incorporates skills and concepts learned in other content areas.

Technique and Application

- 3.12 The student will explore and apply skills and concepts of *body* in dance activities and performance, including:
 - a) Parts of the body.
 - b) The use of the body to create shapes.
 - c) Body systems.
- 3.13 The student will explore and apply skills and concepts of *action* in dance activities and performance, including:
 - a) Locomotor movements.
 - b) Non-locomotor movements.

- 3.14 The student will explore and apply skills and concepts of *space* in dance activities and performance, including:
- a) Personal space.
 - b) General space.
 - c) Size.
 - d) Levels.
 - e) Stage directions/place.
 - f) Pathways.
 - g) Directions.
- 3.15 The student will explore and apply skills and concepts of *time* in dance activities and performance, including:
- a) Tempos.
 - b) Rhythms.
 - c) Timing relationships (e.g., before, after, unison)
- 3.16 The student will describe skills and concepts of *energy* in dance activities and performance, including:
- a) Movement flow.
 - b) Weight.
 - c) Quality.
- 3.17 The student will explain safety procedures in dance rehearsal and performance.
- 3.18 The student will identify areas of the stage and compare and contrast the use of space in a variety of dance styles.

Grade Four Dance Arts

The standards for Grade Four Dance Arts continue to emphasize elements of dance (body, action, space, time, and energy) as the building blocks for self-expression and performance of dance. Students explore dance styles and dance of historical periods. They will demonstrate creativity and self-expression by improvising movement sequences based on responses to prompts.

Creative Process

- 4.1 The student will improvise sequences that have a beginning, middle, and end in response to a variety of prompts.
- 4.2 The student will identify and discuss components of creative processes for dance.

Critical Thinking and Communication

- 4.3 The student will explain how elements of dance communicate meaning in dance works.
- 4.4 The student will examine how personal beliefs and experiences influence responses to dance works.
- 4.5 The student will identify and apply skills needed to effectively work in small groups and with a partner in rehearsal and performance.

History, Culture, and Citizenship

- 4.6 The student will compare and contrast dance works from a variety of historical periods.
- 4.7 The student will examine and explain how dance has value in one's own community.
- 4.8 The student will describe and practice citing original sources in dance research and activities.

Innovation in the Arts

- 4.9 The student will identify skills learned in dance that connect to a variety of career options.
- 4.10 The student will explore innovative ways to use current and emerging technologies in dance performance and production.
- 4.11 The student will explore how dance skills can be used in the development of solutions to real-world problems.

Technique and Application

- 4.12 The student will explain and apply skills and concepts of *body* in dance activities and performance, including:
 - a) Parts of the body.
 - b) The use of the body to create shapes.
 - c) Body systems.
 - d) Body patterns.
- 4.13 The student will explain and apply skills and concepts of *action* in dance activities and performance, including:

- a) Locomotor movements.
 - b) Non-locomotor movements.
- 4.14 The student will explain and apply skills and concepts of *space* in dance activities and performance, including:
- a) Personal space.
 - b) General space.
 - c) Negative space.
 - d) Size.
 - e) Levels.
 - f) Stage directions/place.
 - g) Pathways.
 - h) Directions.
- 4.15 The student will describe skills and concepts of *time* in dance activities and performance, including:
- a) Tempos.
 - b) Rhythms.
 - c) Timing relationships (e.g., before, after, unison).
- 4.16 The student will describe skills and concepts of *energy* in dance activities and performance.
- a) Movement flow.
 - b) Weight.
 - c) Quality.
- 4.17 The student will explain safety procedures in dance rehearsal and performance.
- 4.18 The student will explore dance actions and choices in various dance styles.

Grade Five Dance Arts

The standards for Grade Five Dance Arts enable students to use their knowledge and skills to produce and respond to dance works. Emphasis is on communication of personal preferences, developing communication skills for dance rehearsal and performance, and connecting dance skills to other areas of learning. Students gain movement skills related to elements of dance (body, action, space, time, and energy), and prepare for further dance study at the middle school level.

Creative Process

- 5.1 The student will create a movement sequence that demonstrates creative thinking.
- 5.2 The student will explain the role of the creative process in developing a movement sequence.

Critical Thinking and Communication

- 5.3 The student will evaluate a performance using appropriate dance terms.
- 5.4 The student will explain personal preferences for dance works.
- 5.5 The student will demonstrate and explain the use of active listening and appropriate dance etiquette in dance activities.

History, Culture, and Citizenship

- 5.6 The student will identify cultural influences on dance works.
- 5.7 The student will explain ways that dance artists contribute to society and communities.
- 5.8 The student will define *intellectual property* as it relates to dance.

Innovation in the Arts

- 5.9 The student will identify local dance organizations, career opportunities, and training programs.
- 5.10 The student will investigate ways that technology influences how dance experiences are shared.
- 5.11 The student will explore authentic opportunities for using dance skills to develop solutions to a real-world problem.

Technique and Application

- 5.12 The student will evaluate skills and concepts of *body* in dance activities and performance, including:
 - a) Parts of the body.
 - b) The use of the body to create shapes.
 - c) Body systems.
 - d) Body patterns.
 - e) Body initiation points.
- 5.13 The student will evaluate skills and concepts of *action* in dance activities and performance, including:

- a) Locomotor movements.
 - b) Non-locomotor movements.
- 5.14 The student will evaluate skills and concepts of *space* in dance activities and performance, including:
- a) Personal space.
 - b) General space.
 - c) Negative space.
 - d) Size.
 - e) Levels.
 - f) Stage directions/place.
 - g) Pathways.
 - h) Directions.
 - i) Orientations/facings.
 - j) Relationships.
- 5.15 The student will evaluate skills and concepts of *time* in dance activities and performance, including:
- a) Tempos.
 - b) Rhythms.
 - c) Timing relationships (e.g., before, after, unison).
- 5.16 The student will evaluate skills and concepts of *energy* in dance activities and performance, including:
- a) Movement flow.
 - b) Weight.
 - c) Quality.
- 5.17 The student will apply safety procedures in dance spaces.
- 5.18 The student will demonstrate stylistic actions and choices in the creation and performance of movement phrases in various spaces.

Grade Six Dance Arts

The standards for Grade Six Dance Arts allow students to experience dance as an art form that will help them develop critical thinking skills, discipline, collaboration, creativity, and physical skills that facilitate the safe execution of dance movement. Students enrich their views of themselves, their community, and a variety of cultures through the study of historical and cultural influences of dance. The standards prepare students for further dance study and nurtures a lifelong engagement with dance as an expressive and accessible art form.

Creative Process

- 6.1 The student will develop personal movement sequences using improvisational skills.
- 6.2 The student will apply a creative process to develop dance works.
 - a) Develop questions for personal inquiry of dance.
 - b) Collaborate to develop ideas and solutions for dance.

Critical Thinking and Communication

- 6.3 The student will analyze, interpret, and evaluate dance works.
 - a) Describe personal work and the work of others in regard to technique, choreography, style, composition, and performance using dance vocabulary.
 - b) Develop and apply criteria to evaluate personal work and the work of others using dance vocabulary.
- 6.4 The student will describe how dance can evoke sensory, emotional, and intellectual responses.
- 6.5 The student will identify appropriate performer and audience etiquette for a variety of settings or dance experiences.

History, Culture, and Citizenship

- 6.6 The student will explore historical and cultural influences of dance.
 - a) Identify similarities and differences in dance styles from various historical periods.
 - b) Compare and contrast observable elements (e.g., body, action, space, time, energy) that characterize the dance arts of various cultures.
- 6.7 The student will identify and explore the functions of dance, including the use of dance as a form of expression, communication, ceremony, and entertainment.
- 6.8 The student will describe the concept of copyright and relate it to dance.

Innovation in the Arts

- 6.9 The student will identify various dance professions.
- 6.10 The student will identify and explore innovations in dance.
- 6.11 The student will analyze characteristics of dance that are related to music, theatre, and visual arts.

Technique and Application

- 6.12 The student will identify and apply best practices for dance safety and injury prevention, including the following:
- a) Safety procedures in all dance settings and facilities.
 - b) Fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques).
 - c) Performance practices that promote safe technique for injury prevention.
 - d) Nutrition and hydration.
 - e) Appropriate dance attire.
- 6.13 The student will identify and practice elements of dance in short choreographic sequences, including but not limited to body, energy, action, space, and time.
- 6.14 The student will identify movement skills and kinesthetic awareness.
- a) Correct alignment while performing axial movements, including bending, twisting, swinging, and stretching.
 - b) Correct alignment while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.
 - c) Dance technique skills, including but not limited to, alignment, endurance, strength, range of motion, coordination, and balance.
- 6.15 The student will identify movement techniques of a variety of dance styles.
- 6.16 The student will identify performance skills, including but not limited to, dynamics, rhythmic acuity, and musicality.
- 6.17 The student will identify and explore various production activities, including but not limited to publicity, running crew, costume crew, and strike.

Grade Seven Dance Arts

The standards for Grade Seven Dance Arts continue the investigation of a creative process for dance. Students develop critical inquiry skills and expand their vocabulary as they identify meaning and artistic intent in dance works. Students develop an increased awareness of their relationship to dance and explore career pathways for dance. Students refine movement and performance skills while exploring a variety of dance styles.

Creative Process

- 7.1 The student will formulate artistic choices in dance activities and performance.
- 7.2 The student will apply a creative process to develop dance works.
 - a) Brainstorm, solve problems, and collaborate in the development of movement sequences.
 - b) Devise, refine, and present movement sequences.

Critical Thinking and Communication

- 7.3 The student will analyze, interpret, and evaluate dance works.
 - a) Describe dance performances, using appropriate dance vocabulary.
 - b) Interpret meaning and artistic intent in dance works.
 - c) Critique performances using a designated criteria and dance vocabulary.
- 7.4 The student will describe how personal experiences influence responses to dance.
- 7.5 The student will identify rehearsal and performance etiquette.

History, Culture, and Citizenship

- 7.6 The student will compare and contrast styles of dance of various time periods and cultural influences.
- 7.7 The student will examine ways that dance contributes to communities and society.
- 7.8 The student will identify and apply digital citizenship skills as they relate to dance inquiry, performance, and sharing.

Innovation in the Arts

- 7.9 The student will compare and contrast various dance career pathways in relation to career preparation.
- 7.10 The student will investigate the use and impact of digital media in dance performances.
- 7.11 The student will investigate ways that other fine arts and fields of knowledge are integrated in dance arts.

Technique and Application

- 7.12 The student will describe and apply best practices for dance safety and injury prevention, including the following:
 - a) Safety procedures in all dance settings and facilities.

- b) Fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques).
 - c) Correct alignment for injury prevention.
 - d) Nutrition and hydration.
 - e) Appropriate dance attire.
- 7.13 The student will develop and perform short choreographic sequences that manipulate body, action, space, time, and energy.
- 7.14 The student will describe and apply movement skills and kinesthetic awareness.
- a) Correct alignment while performing static and dynamic movement.
 - b) Dance technique skills, including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts.
- 7.15 The student will perform simple movement phrases of a variety of dance styles.
- 7.16 The student will describe performance skills, including but not limited to dynamics, rhythmic acuity, and musicality.
- 7.17 The student will describe and explore various production activities, including but not limited to publicity, running crew, costume crew, sound, lighting, and strike.

Grade Eight Dance Arts

The standards for Grade Eight Dance Arts focus on the application and synthesis of previously learned concepts and more complex technical skills as students manipulate elements of dance (body, action, space, time, and energy) using a creative process. Students make conscious choices to communicate meaning and artistic intent. They conduct independent inquiry of a dance topic of personal interest and reflect on their growth and learning. Students develop skills for the continued study of dance at the high school level.

Creative Process

- 8.1 The student will collaborate to create and perform short movement sequences that use unison as a compositional form.
- 8.2 The student will apply steps of a creative process to develop and refine dance works.
 - a) Research a dance topic of personal interest.
 - b) Reflect on and document growth and learning of dance skills and content.

Critical Thinking and Communication

- 8.3 The student will analyze, interpret, and evaluate dance works.
 - a) Compare and contrast dance works using appropriate dance vocabulary.
 - b) Develop a shared criterion for the critique of dance works.
- 8.4 The student will explain a personal response to dance works.
- 8.5 The student will describe rehearsal, backstage, and performance etiquette.

History, Culture, and Citizenship

- 8.6 The student will identify social, cultural, and historical influences on dance.
- 8.7 The student will identify dance resources in the community and the Commonwealth, including but not limited to dance studios, dance performance venues, and performances.
- 8.8 The student will describe and apply digital citizenship skills as they relate to dance research, performance, and sharing.

Innovation in the Arts

- 8.9 The student will investigate connections between dance skills and college, career, and workplace skills.
- 8.10 The student will explore the use of digital media in the creation and production of dance works.
- 8.11 The student will cultivate connections between dance and other fields of study.

Technique and Application

- 8.12 The student will explain and apply best practices for dance safety and injury prevention, including the following:
 - a) Safety procedures in all dance settings and facilities.

- b) Fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques).
 - c) Correct alignment for injury prevention.
 - d) Nutrition and hydration.
 - e) Appropriate dance attire.
- 8.13 The student will create and perform choreographic sequences that manipulate body, energy, action, space, and time.
- 8.14 The student will explain and apply movement skills and kinesthetic awareness.
- a) Correct alignment while performing static and dynamic movement.
 - b) Dance technique skills, including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts.
- 8.15 The student will perform movement phrases of a variety of dance styles.
- 8.16 The student will explain and apply performance skills, including but not limited to dynamics, rhythmic acuity, and musicality.
- 8.17 The student will explain and explore various production activities, including but not limited to publicity, running crew, costume crew, sound, lighting, and strike.

Dance I

The standards for Dance I provide students with a survey of dance arts. Emphasis is placed on physical and creative skill development and opportunities to experience and engage in dance performance. Historical and cultural studies expand students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. Students become familiar with the various dance-related professions as well as collaboration and communication skills for dance rehearsal, performance, and production.

Creative Process

- DI.1 The student will develop movement invention and improvisation skills, including the use of movement to express emotion, narrative content, and/or the relationship of dance to music.
- DI.2 The student will apply a creative process to develop and refine dance works.
- a) Identify systems and methods for recording and documenting dance (e.g., Labanotation, digital recording, written notes).
 - b) Use constructive criticism as a form of feedback.
 - c) Utilize research, feedback, and critique to refine dance works.

Critical Thinking and Communication

- DI.3 The student will analyze, interpret, and evaluate dance.
- a) Identify distinguishing features of dance forms belonging to past and present world cultures, styles, periods, and artists.
 - b) Describe and interpret aspects of dance works using dance vocabulary.
 - c) Identify components and purposes of dance critiques.
- DI.4 The student will describe sensory, emotional, and intellectual responses evoked by choreography and production elements within live and recorded dance performances.
- DI.5 The student will identify communication and collaboration skills needed as an audience member and as a dancer in class, rehearsal, and performance.

History, Culture, and Citizenship

- DI.6 The student will examine historical and cultural influences of dance.
- a) Examine the development of dance, identifying periods and styles of dance.
 - b) Explain how dance reflects history and culture.
- DI.7 The student will describe the value of dance to communities.
- DI.8 The student will describe the concept of intellectual property and identify examples of artistic ownership.

Innovation in the Arts

- DI.9 The student will investigate various dance-related professions, including those of studio personnel, production personnel, and collaborating artists.
- DI.10 The student will identify and explore technological developments and contemporary media in dance performance and production.

DI.11 The student will incorporate other art forms to enhance dance performance.

Technique and Application

DI.12 The student will apply best practices for dance safety and injury prevention, including the following:

- a) Identify and use safety procedures in all dance settings and facilities.
- b) Demonstrate fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques, nutrition, hydration).
- c) Identify the relationship between incorrect execution of physical skills and dance injuries.
- d) Identify appropriate dance attire for rehearsal and performance.

DI.13 The student will collaboratively create and perform short choreographic studies that manipulate the elements of body, energy, action, space, and time to communicate choreographic intent.

D1.14 The student will identify and develop personal movement skills and kinesthetic awareness.

- a) Identify and demonstrate correct alignment while performing static and dynamic movement.
- b) Develop dance technique skills including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts.

DI.15 The student will perform extended movement sequences of a variety of dance styles.

DI.16 The student will demonstrate a range of performance skills including rhythmic and movement accuracy.

DI.17 The student will collaborate in various production activities (e.g., publicity, house management, costume crew, lighting crew, running crew, strike and cleanup).

Dance II

The standards for Dance II help students integrate and build upon the concepts learned and skills acquired in Dance I. Students develop additional performance and production skills while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship. Students develop communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students expand their understanding of the variety of ways that people can engage with and respond to dance works. Students explore and define the role of personal experiences in the development of artistic choices. Students have the opportunity to explore a career within the dance profession focusing on the education, preparation, and workplace skills required of that career.

Creative Process

- DII.1 The student will apply creative thinking to dance.
- a) Demonstrate solo and group improvisations in response to a variety of environments and props.
 - b) Use improvisational skills to extend the length of set movement phrases.
- DII.2 The student will apply a creative process to develop and refine dance works.
- a) Document personal growth in dance technique.
 - b) Accept and provide constructive criticism as a form of feedback.

Critical Thinking and Communication

- DII.3 The student will analyze, interpret, and evaluate dance.
- a) Explain criteria and artistic choices that affect dance quality and choreographic intent.
 - b) Use dance critique to evaluate a performance using dance arts vocabulary.
- DII.4 The student will describe how personal experience, culture, and current events shape personal preferences and responses to dance.
- DII.5 The student will model appropriate communication and collaboration skills in all dance-related settings.

History, Culture, and Citizenship

- DII.6 The student will understand historical and cultural influences of dance.
- a) Identify a variety of artists who contributed to the development of a dance style.
 - b) The student will investigate cultural influences of a variety of dance styles.
- DII.7 The student will identify ways to engage the school and community in dance performances.
- DII.8 The student will explain intellectual property as it pertains to dance performance, including grand rights for use of music and artistic ownership of choreography.

Innovation in the Arts

- DII.9 The student will investigate a personally selected career within the dance profession, focusing on the required workplace skills, education, and preparation.
- DII.10 The student will examine the impact of contemporary media on the creation and documentation of dance.
- DII.11 The student will identify and explain ways in which other art forms and technology contribute to dance performance.

Technique and Application

- DII.12 The student will apply best practices for dance safety and injury prevention, including the following:
- a) Describe and use safety procedures in all dance settings and facilities.
 - b) Identify the impact of physical structure and health and wellness choices on performance and injury prevention.
 - c) Differentiate between correct and incorrect body alignment while performing complex movement sequences.
 - d) Describe the importance of appropriate nutrition and hydration for dance safety.
 - e) Describe appropriate dance attire for rehearsal and performance.
- DII.13 The student will choreograph solo, duet, or trio performances.
- a) Manipulate the elements of dance including, but not limited to body, energy, action, space, and time to communicate choreographic intent.
 - b) Demonstrate elements of composition and choreographic devices.
 - c) Use a variety of compositional structures.
- DII.14 The student will identify and refine personal movement skills and kinesthetic awareness.
- a) Differentiate between static and dynamic alignment while performing complex movement sequences.
 - b) Develop dance technique skills through kinesthetic awareness and self-evaluation.
- DII.15 The student will perform a variety of complex movement phrases that employ a variety of movement elements and stylistic qualities.
- DII.16 The student will demonstrate a range of performance skills, including dynamics, rhythmic acuity, musicality, technical execution, and the realization of choreographic intent in performance.
- DII.17 The student will fulfill the responsibilities of a production role (e.g., those of choreographer, costume designer, stage manager, house manager, public relations), identifying the responsibilities that lead to effective execution of the role.

Dance III

The standards for Dance III help students extend technical and performance skills, apply choreographic concepts, and understand dance as an art form through self-evaluation and reflective-thinking processes. Students develop leadership skills by assuming greater responsibility for defined roles in production preparations. Communicative, interpretive, and evaluative skills are refined as students examine cultural and historical influences of dance styles and performance. While developing awareness of the diversity that exists within the art form, students analyze personal preferences and criteria for evaluating the dance arts.

Creative Process

- DIII.1 The student will apply creative thinking to develop dance works.
- a) Collaborate to formulate and execute improvisational frameworks.
 - b) Improvise movement phrases to convey personal artistic intent.
- DIII.2 The student will apply a creative process to develop and refine dance works.
- a) Develop ideas for choreography and performance through research of dance topics of personal interest.
 - b) Demonstrate self-evaluation and reflective thinking to improve dance technique, choreography, and performance.
 - c) Document the creative process and personal dance works to demonstrate growth over time.

Critical Thinking and Communication

- DIII.3 The student will analyze, interpret, and evaluate dance.
- a) Compare the criteria that affect quality in contrasting dance styles.
 - b) Analyze and evaluate artistic choices in composition and performance, using dance vocabulary.
- DIII.4 The student will analyze and explain how personal experience and culture can affect the interpretation and evaluation of dance.
- DIII.5 The student will identify appropriate communication skills for audition experiences.

History, Culture, and Citizenship

- DIII.6 The student will understand historical and cultural perspectives of dance.
- a) Compare and contrast a variety of dance trends from a variety of time periods and cultures.
 - b) Investigate the use of dance as social commentary.
 - c) Recognize and examine how historical and cultural perspectives shape audience preferences and responses.
- DIII.7 The student will identify and examine opportunities for arts advocacy in the community.
- DIII.8 The student will examine and explain the process for securing permission to use copyrighted music for dance.

Innovation in the Arts

- DIII.9 The student will investigate a career that serves the dance profession, such as musician, health professional, dance educator, or dance scholar, focusing on required skills, education, and preparation.
- DIII.10 The student will explore new resources and tools to innovate areas of dance performance and production.
- DIII.11 The student will identify and cultivate cross-curricular connections with dance.

Technique and Application

- DIII.12 The student will apply best practices for dance safety and injury prevention, including the following:
- a) Explain and use safety procedures in all dance settings and facilities.
 - b) Maintain correct static and dynamic alignment while performing complex movement sequences.
 - c) Explain the importance of appropriate nutrition and hydration for dance safety.
 - d) Explain appropriate dance attire for rehearsal and performance.
- DIII.13 The student will choreograph a small group dance.
- a) Demonstrate manipulation and development of movement phrases.
 - b) Employ a variety of compositional elements.
 - c) Use an identifiable compositional form.
- DIII.14 The student will expand dance technique and movement vocabulary through study of partnering skills, including weight-sharing, counter-balance, and lifting principles.
- DIII.15 The student will construct and perform short movement sequences in a variety of dance styles.
- DIII.16 The student will evaluate and identify personal strengths and weaknesses of dance technique and performance.
- DIII.17 The student will fulfill a production role (e.g., costume designer, sound designer, lighting designer, stage manager, house manager, public relations manager) that involves leadership and/or design responsibilities.

Dance IV

The standards for Dance IV help students develop independent thinking, personal responsibility, and leadership while continuing to refine dance skills in performance and choreography. Students synthesize technique and composition skills in the creation of movement sequences. Advanced level composition and production skills are applied. Communicative, analytical, and evaluative skills are employed as students examine and respond to contemporary issues in the dance field, articulate personal responses, and defend their artistic choices and perspectives. Students develop personal portfolios to represent their creative work and career preparation.

Creative Process

- DIV.1 The student will create and perform an improvisational work based on a personally selected narrative.
- DIV.2 The student will apply a creative process for dance.
- a) Refine personal vision and voice in dance.
 - b) Synthesize research and artistic ideas to create dance compositions.
 - c) Employ a system of documentation to record and preserve choreographed work to demonstrate growth over time.

Critical Thinking and Communication

- DIV.3 The student will analyze, interpret, and evaluate dance.
- a) Analyze a current trend in dance.
 - b) Evaluate influences of dance performances as seen in contemporary media, including but not limited to film, television, and social media.
 - c) Assess the effectiveness of a dance performance and suggest alternative artistic choices, describing the impact of such changes on the work.
- DIV.4 The student will explain and defend artistic choices.
- DIV.5 The student will model and refine communication and collaboration skills for all dance processes and performances.

History, Culture, and Citizenship

- DIV.6 The student will analyze and communicate historical and cultural influences on personal work.
- DIV.7 The student will investigate opportunities for lifelong engagement, leadership, and advocacy in dance.
- DIV.8 The student will model responsibility and integrity pertaining to technology and intellectual property.

Innovation in the Arts

- DIV.9 The student will analyze and evaluate skills learned in dance class that apply to a variety of opportunities for the workplace, college, and career pathways.
- DIV.10 The student will analyze and use available emerging innovations and technologies in dance works.

DIV.11 The student will analyze and evaluate cross-curricular connections with dance.

Technique and Application

DIV.12 The student will model best practices for dance safety and injury prevention.

- a) Evaluate and use safety procedures for all dance settings, facilities, equipment, and costumes.
- b) Correct alignment and execution prompts while leading movement sequences.
- c) Design a personal wellness plan to optimize physical capacity to participate in dance activities throughout life.

DIV.13 The student will demonstrate individual artistic voice and vision in a choreographed solo or small group dance.

- a) Demonstrate manipulation and development of movement phrases.
- b) Employ a variety of compositional elements.
- c) Use an identifiable compositional form.

DIV.14 The student will refine personal movement skills and kinesthetic awareness through exploration of a variety of dance styles.

DIV.15 The student will construct and lead movement sequences in a variety of dance styles.

DIV.16 The student will self-evaluate personal dance performance and implement strategies for improvement.

DIV.17 The student will communicate design concepts, scheduling, and technical details with the production team in order to produce a personally choreographed work for performance.