

WISCONSIN STANDARDS FOR **Dance**



Wisconsin Standards for Dance



Wisconsin Department of Public Instruction
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Wisconsin Standards for Dance

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Wisconsin Standards for Dance (2019)

What are Wisconsin Academic Standards? (Source: [Academic Standards](#))

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. The standards serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject to serve their community.

Why are Academic Standards Important? (Source: [Academic Standards](#))

We must ensure that all children have equal access to high quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

What is the Academic Standards Review Process? (Source: [Academic Standards](#))

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process involves the wide gathering of ideas from multiple persons including dance teachers, administrators, parents, business professionals, dance industry and service organizations, and leaders from across the state.

The process begins with a survey and notice of intent to review an academic area, which for dance was released in July 2018. After a review of the dance standards survey feedback and current dance programming in our schools in September 2018, the State Superintendent's Standards Review Council recommended revisions of the Wisconsin Model Academic Standards for Dance Education (1997). The state superintendent authorized the establishing of a dance writing committee. The committee started in October 2018, and worked throughout the fall and winter with a review of the survey feedback, the current Wisconsin's Model Academic Standards for Dance Education (1997), and other dance standards examples, including the National Core Arts Standards for Dance (2014). Another part of the process involves the public release of the draft with an accompanying survey to gather feedback from the public, key stakeholders, and educators. This feedback is collected to inform the writing committee in their preparation of the draft for further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards. The following links provide more information about this process.

- [The standards review/revision process](#)
- [The State Superintendent's Standards Review Council](#)
- [The checklist used for review of existing/new academic standards to determine if revision or development is needed](#)

Dance Education in Wisconsin

Dance is an essential part of a comprehensive education in Wisconsin. The 2019 Wisconsin Standards for Dance provides a condensed set of academic standards for schools and other learning facilities to consider using in developing their own curriculum. The overall focus of dance as an art form is to build students' skills and knowledge through expressive movement. Dance education offers additional dimensions of student learning. The physical, mental, social, and expressive nature of this art form offers learners multiple opportunities to explore and develop skills and knowledge through four artistic processes: **Create, Perform, Respond, and Connect**. Each encourages students to be creative and innovative in their pursuits through movement, words, composition, and performance, and to identify aspects of dance across time and cultures. This continuum of learning supports our students by fostering their curious, reflective, and thoughtful nature, and supporting their citizenry skills. These artistic processes and their accompanying standards aim to provide a foundational set of skills and knowledge for students to make them college and career ready.

The 2019 Wisconsin Standards for Dance are developed by Wisconsin educators, experts, and the business community. The standards are informed by work being done in other states and at the national level. These standards introduce the analytical elements and aesthetic expressive qualities of dance to all students, and include:

1. Fundamental concepts of body awareness, expressive movement, and critical thinking beginning in the elementary levels;
2. Critical thinking, skill building, expressing and communicating ideas, feelings, and concepts at the secondary levels;
3. Additional experiences that allow interested students to study dance in depth and prepare them for entry into a career or college;
4. Opportunities for students to demonstrate their dance concept knowledge and skills through **Creating, Performing, Responding, and Connecting**; and
5. Investigating various aspects of dance across time and cultures.

Standards Conceptual Focus

The conceptual artistic processes of **Create, Perform, Respond, and Connect** weave through the grade bands in the dance standards. These standards allow a sequential progression of skills for students to build upon from kindergarten through 12th grade. Supplemental resources, including ways to integrate dance into other content areas, will be available to build dance knowledge and skills for our Wisconsin students. For example, work is in progress to create a resource that aligns the Wisconsin Early Childhood Learning Standards with this set of dance standards.

The writing committee's goal was to create a set of dance standards useful in building the capacity of *all K-12* learners in Wisconsin. The standards provide tools highlight the essential skills and knowledge that educators, dance practitioners, and school communities can use to shape a comprehensive dance education. These dance standards give a framework for building district-level and community curriculum.

Wisconsin's Approach to Standards for Dance

The work of the writing committee for the Wisconsin Standards for Dance drew from available models of dance standards and dance pedagogy resources. With the release of the *Wisconsin Model Academic Standards for Dance Education* (1997) and the recent launch of the *National Core Arts Standards in Dance* (2014), Wisconsin dance educators have had numerous resources to review when determining how to build the foundational knowledge and skills of students. These resources, along with several other standards sets, inspired this standards document. The standards reflect the artistic processes of the National Core Arts Standards. These artistic processes—**Create, Perform, Respond, and Connect**—provide the main concepts. The performance indicators, at each grade band, expand on the nature of the standards and artistic processes, and how educators may integrate them into other disciplines.

Two standards examples, the *Wisconsin's Model Academic Standards for Dance Education* (1997) and the *National Core Arts Standards in Dance* (2014), generated a great deal of attention from educators, parents, and the general public. These two examples are based on two data collections: 1) an informal poll of dance educators asking about their use of standards, and 2) a statewide survey of dance educators, administrators, parents, dance professionals, and the public sharing how they valued dance education. Respondents to the public surveys and the writing team identified these two sets of standards as having great merit.

This revision gives educators the tools to build learner's skills and knowledge in a more well-rounded holistic way. The performance indicators further expand experiential dance opportunities in the classroom and studio. Wisconsin Standards for Dance use the National Core Arts Standards for Dance artistic processes as their standards. These artistic processes are: **Standard 1 (Create), Standard 2 (Perform), Standard 3 (Respond), and Standard 4 (Connect)**.

The Wisconsin Standards for Dance performance indicators may be implemented through a variety of experiences. Each place of learning may identify how the standards will be used and met by the students. Critical to this work is the continued conversations in communities with multiple stakeholders to support the implementation of these standards. These conversations are a starting point for determining how to set the stage for high-quality, comprehensive dance programming throughout Wisconsin.

Resources

The majority of the resources used in developing the Wisconsin Standards for Dance came from the *Wisconsin Model Academic Standards for Dance* (1997) and the *National Core Arts Standards in Dance* (2014). The artistic processes of this work are based on the National Core Arts Standards © 2015. Rights administered by State Education Agency Directors of Arts Education (SEADAE) (All rights reserved).

- [National Core Arts Standards](#) (2014)- Dance
 - [Copyright Use](#)
- [Wisconsin Model Academic Standards for Dance](#) (1997)

Additional state standards were utilized by the writing team in their work. The state examples provided various structures and content for comparison.

- [Arizona Dance Standards](#) (2015)
- [Colorado Dance Standards](#) (2009)
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#) (2009)

References

Arizona Academic Standards in the Arts - Dance. Arizona Department of Education, 2015. Retrieved from <http://www.azartsstandards.com/sites/default/files/2015%20AZ%20Academic%20Standards%20in%20the%20Arts%20-%20Dance%20-%20K-12.pdf>

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Components of the Standards

Here are some things to look for in the standards:

1. The Wisconsin Standards for Dance focus on the artistic processes of **Create, Perform, Respond, and Connect**. These are inspired by the National Core Arts Standards (2014).

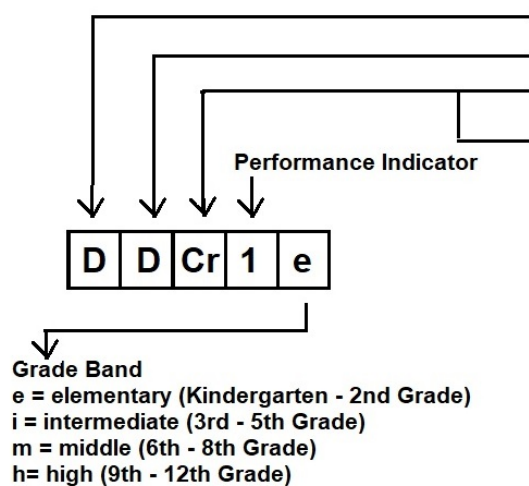
<p>CREATE Students will generate, develop, and refine artistic work.</p>	<p>RESPOND Students will critically interpret intent and meaning in order to evaluate artistic work.</p>
<ol style="list-style-type: none"> 1. Improvisation 2. Dance Making 3. Collaboration 	<ol style="list-style-type: none"> 1. Dance Literacy 2. Reflection 3. Analysis 4. View Performance
<p>PERFORM Students will analyze, develop, and convey meaning through the presentation of artistic work.</p>	<p>CONNECT Students will relate prior knowledge and personal experience with dance to cultural and historical context.</p>
<ol style="list-style-type: none"> 1. Skill Development 2. Artistic Expression 3. Rehearsal Process 4. Performance Experience 	<ol style="list-style-type: none"> 1. Cultural Social Awareness 2. Career Connections 3. Cross Disciplinary 4. Life Skills

2. The Wisconsin Standards for Dance are organized by grade bands: K-2, 3-5, 6-8, and 9-12. This allows for some flexibility in instruction and greater differentiation for the support of students over time. All levels identify *proficient* for the older grade level in that band. Supplemental materials providing additional levels are being investigated to support this work at a later time.
3. There are four dance standards identified for grades Kindergarten through 12. These conceptual ideas take into consideration the current *Wisconsin Model Academic Standards for Dance* (1997) and the *National Core Arts Standards* (2014), as well as other examples available and reviewed by the writing committee.
4. The overall concept for the dance standards provide **what students should know and be able to do** in the identified grade bands. Performance indicators provide additional ideas to support the standards. The performance indicators allow flexibility for educators, practitioners, and communities to identify more specific elements through their own curricular development. This document focuses on the **what** (and not the **how**) a learner will know and be able to do when they reach the identified performance indicators. This set of standards does not prescribe specific approaches or strategies, but rather allows the learning community to identify these areas through their own dance curriculum plan.

Standards Structure

The Wisconsin Standards for Dance follow a similar structure to all Wisconsin State Standards. The artistic processes, also known as the standards, provide a structure that can be used sequentially or fluidly to align with pedagogical needs.

Standards Coding



Discipline: (Dance) (D)				
Content Area: (Dance) (D)				
Standard 1 - CREATE: Students will generate, develop, and refine artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	D.D.Cr.1.e: Improvisation Explore movement inspired by a variety of stimuli.	D.D.Cr.4.i: Improvisation Invent movement inspired by a variety of stimuli.	D.D.Cr.7.m: Improvisation Improvise a movement phrase inspired by a variety of stimuli that includes a beginning, middle and end.	D.D.Cr.10.h: Improvisation Execute movement study based on structured parameters.
	D.D.Cr.2.e: Dance Making Explore shapes and movements using parts of the body.	D.D.Cr.5.i: Dance Making Assemble movements to explore the elements of dance (space, time, and dynamics).	D.D.Cr.8.m: Dance Making Compose a movement study that uses elements of dance and other stimuli (i.e. music, spoken word, objects).	D.D.Cr.11.h: Dance Making Choreograph a structured movement study that demonstrates concept development.
	D.D.Cr.3.e: Collaboration Share ideas with a partner to explore movement inspired by a variety of stimuli.	D.D.Cr.6.i: Collaboration Cooperate with small peer groups using movement inspired by a variety of stimuli.	D.D.Cr.9.m: Collaboration Identify and use group collaborative strategies necessary to achieve an artistic outcome.	D.D.Cr.12.h: Collaboration Practice cooperative leadership skills that support an artistic outcome.

Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do.
- **Artistic Process:** Breaks down the broad statement into manageable learning pieces.
- **Performance Indicator by grade band:** Measurable degree to which a standard has been developed or met.

Grade bands of K-2, 3-5, 6-8, and 9-12 align to elementary, intermediate, middle, and high school levels.

- Grade bands K-2 and 3-5 indicators share knowledge and skills that should be integrated throughout the elementary curriculum.
- Dance education should be part of the curriculum for all grade band 6-8 students with opportunities in performance.
- Dance education at the 9-12 grade band level continues to develop student foundational understandings of dance.
- Performance indicators for more in-depth dance learning expectations for high school students with aspirations toward careers and postsecondary studies in the dance industry are listed within the appendices. The indicators are foundational for all students and will assist in building dance proficiency.

Discipline: (Dance) (D)

Content Area: (Dance) (D)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	<p>D.D.Cr.1.e: Improvisation</p> <p>Explore movement inspired by a variety of stimuli.</p>	<p>D.D.Cr.4.i: Improvisation</p> <p>Invent movement inspired by a variety of stimuli.</p>	<p>D.D.Cr.7.m: Improvisation</p> <p>Improvise a movement phrase inspired by a variety of stimuli that includes a beginning, middle and end.</p>	<p>D.D.Cr.10.h: Improvisation</p> <p>Execute movement study based on structured parameters.</p>
	<p>D.D.Cr.2.e: Dance Making</p> <p>Explore shapes and movements using parts of the body.</p>	<p>D.D.Cr.5.i: Dance Making</p> <p>Assemble movements to explore the elements of dance (space, time, and dynamics).</p>	<p>D.D.Cr.8.m: Dance Making</p> <p>Compose a movement study that uses elements of dance and other stimuli (i.e. music, spoken word, objects).</p>	<p>D.D.Cr.11.h: Dance Making</p> <p>Choreograph a structured movement study that demonstrates concept development.</p>
	<p>D.D.Cr.3.e: Collaboration</p> <p>Share ideas with a partner to explore movement inspired by a variety of stimuli.</p>	<p>D.D.Cr.6.i: Collaboration</p> <p>Cooperate with small peer groups using movement inspired by a variety of stimuli.</p>	<p>D.D.Cr.9.m: Collaboration</p> <p>Identify and use group collaborative strategies necessary to achieve an artistic outcome.</p>	<p>D.D.Cr.12.h: Collaboration</p> <p>Practice cooperative leadership skills that support an artistic outcome.</p>

Discipline: (Dance) (D)

Content Area: (Dance) (D)

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	<p>D.D.P.1.e: Skill Development</p> <p>Demonstrate developing body awareness and alignment for locomotor and non-locomotor movement.</p>	<p>D.D.P.5.i: Skill Development</p> <p>Demonstrate general body awareness, alignment, and kinetic awareness using more complex locomotor and non-locomotor movement.</p>	<p>D.D.P.9.m: Skill Development</p> <p>Demonstrate functional alignment, kinetic and body mechanic awareness for complex movement through extended phrases.</p>	<p>D.D.P.13.h: Skill Development</p> <p>Demonstrate functional alignment, kinetic awareness, and understanding of body mechanics in increasingly complex work.</p>
	<p>D.D.P.2.e: Artistic Expression</p> <p>Explore use of whole or isolated body movement with changes in feelings or elements of dance.</p>	<p>D.D.P.6.i: Artistic Expression</p> <p>Express ideas and feelings through the elements of dance.</p>	<p>D.D.P.10.m: Artistic Expression</p> <p>Apply the elements of dance to demonstrate expression or intent.</p>	<p>D.D.P.14.h: Artistic Expression</p> <p>Articulate a dynamic range of expression through manipulation of the elements of dance to further demonstrate choreographic intent.</p>
	<p>D.D.P.3.e: Rehearsal Process</p> <p>Develop developmentally appropriate rehearsal skills in a practice and performance.</p>	<p>D.D.P.7.i: Rehearsal Process</p> <p>Exercise developmentally appropriate rehearsal skills in a practice and performance while applying guided feedback.</p>	<p>D.D.P.11.m: Rehearsal Process</p> <p>Exhibit developmentally appropriate rehearsal skills in a practice and performance while independently applying feedback.</p>	<p>D.D.P.15.h: Rehearsal Process</p> <p>Exhibit advanced rehearsal skills in a practice and performance while independently synthesizing feedback from self and others.</p>
	<p>D.D.P.4.e: Performance Experience</p> <p>Explore developmentally appropriate interactions with choreography, expression and production elements.</p>	<p>D.D.P.8.i: Performance Experience</p> <p>Execute developmentally appropriate interactions with choreography, expression and production elements.</p>	<p>D.D.P.12.m: Performance Experience</p> <p>Demonstrate developmentally appropriate knowledge and interactions with choreography, expression and production elements.</p>	<p>D.D.P.16.h: Performance Experience</p> <p>Articulate knowledge and exhibit professionalism through choreography, artistic intent, and interactions with production elements.</p>

Discipline: (Dance) (D)

Content Area: (Dance) (D)

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	<p>D.D.R.1.e: Dance Literacy</p> <p>Demonstrate an understanding of movement words.</p>	<p>D.D.R.5.i: Dance Literacy</p> <p>Identify dance specific vocabulary through verbal, physical, written, and/or digital means.</p>	<p>D.D.R.9.m: Dance Literacy</p> <p>Demonstrate an understanding of dance elements using proper vocabulary through verbal, physical, written, and/or digital means.</p>	<p>D.D.R.13.h: Dance Literacy</p> <p>Articulate dance elements and their alignment to context using proper vocabulary through verbal, physical, written, and/or digital means (i.e. dance notation system).</p>
	<p>D.D.R.2.e: Reflection</p> <p>Describe how movement evokes feelings and ideas.</p>	<p>D.D.R.6.i: Reflection</p> <p>Explain how movement communicates feelings and ideas through examples.</p>	<p>D.D.R.10.m: Reflection</p> <p>Examine and relate ways that dances create context and meaning through examples.</p>	<p>D.D.R.14.h: Reflection</p> <p>Evaluate how dances create choreographic intent and relationships through multiple examples.</p>
	<p>D.D.R.3.e: Analysis</p> <p>Identify specific components of the performance.</p>	<p>D.D.R.7.i: Analysis</p> <p>Describe the various components and movement characteristics of the performance.</p>	<p>D.D.R.11.m: Analysis</p> <p>Assess the various components and movement characteristics of the performance.</p>	<p>D.D.R.15.h: Analysis</p> <p>Synthesize the meaning, intent, technique, and artistry of the performance through critique.</p>
	<p>D.D.R.4.e: View Performance</p> <p>Demonstrate developmentally appropriate etiquette skills with guidance in response to a performance.</p>	<p>D.D.R.8.i: View Performance</p> <p>Demonstrate developmentally appropriate etiquette skills with guidance in response to a performance.</p>	<p>D.D.R.12.m: View Performance</p> <p>Demonstrate independent developmentally appropriate etiquette skills in response to a performance.</p>	<p>D.D.R.16.h: View Performance</p> <p>Demonstrate independent developmentally appropriate etiquette skills in response to a performance.</p>

Discipline: (Dance) (D)

Content Area: (Dance) (D)

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with dance to cultural and historical context.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	<p>D.D.Cn.1.e: Cultural Social Awareness</p> <p>Explore how dance relates to self, others, and the world.</p>	<p>D.D.Cn.5.i: Cultural Social Awareness</p> <p>Explain how dance relates to self, others, and the world.</p>	<p>D.D.Cn.9.m: Cultural Social Awareness</p> <p>Investigate dance genres, historical periods, and cultural forms.</p>	<p>D.D.Cn.13.h: Cultural Social Awareness</p> <p>Integrate knowledge of multiple dance genres, historical periods, and cultural forms into dance practice.</p>
	<p>D.D.Cn.2.e: Career Connections</p> <p>Identify and describe multiple dance professions.</p>	<p>D.D.Cn.6.i: Career Connections</p> <p>Examine dance professions and describe how dance skills translate to other careers.</p>	<p>D.D.Cn.10.m: Career Connections</p> <p>Research dance professions and how dance skills translate to other careers.</p>	<p>D.D.Cn.14.h: Career Connections</p> <p>Experience and investigate dance professions and how dance skills and other careers correlate.</p>
	<p>D.D.Cn.3.e: Cross Disciplinary</p> <p>Identify how dance connects to other content areas.</p>	<p>D.D.Cn.7.i: Cross Disciplinary</p> <p>Explore how dance and other content areas interrelate.</p>	<p>D.D.Cn.11.m: Cross Disciplinary</p> <p>Demonstrate how dance and other content areas interrelate and enhance one another.</p>	<p>D.D.Cn.15.h: Cross Disciplinary</p> <p>Research and apply how dance and other content areas influence and inspire each other.</p>
	<p>D.D.Cn.4.e: Life Skills</p> <p>Identify how dance can make your mind and body feel good.</p>	<p>D.D.Cn.8.i: Life Skills</p> <p>Demonstrate an understanding of how dance can influence healthy lifestyle choices.</p>	<p>D.D.Cn.12.m: Life Skills</p> <p>Practice and monitor healthy lifestyle habits through dance.</p>	<p>D.D.Cn.16.h: Life Skills</p> <p>Integrate dance into a healthy lifestyle with consistent habits.</p>