

WISCONSIN STANDARDS FOR **Dance**



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Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent
Madison, Wisconsin

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125 South Webster Street
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(608) 266-8960

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Foreword

On June 1, 2019, I formally adopted the *Wisconsin Standards for Dance*. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in dance.

The adoption of the *Wisconsin Standards for Dance* was part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in dance and teaching from kindergarten through higher education. The public and legislature provided feedback for the writing committee to consider as part of Wisconsin’s Academic Standards review and revision process.

The overall focus of dance is to build students’ skills and knowledge through multiple opportunities to explore and develop skills and knowledge through four artistic processes: Create, Perform, Respond, and Connect. Each encourages students to be innovative thinkers through the building of artistic literacy, technique, and presentation, and to connect to dance across time and cultures.

Dance is an essential part of a comprehensive PK-12 education for all students. The knowledge, techniques, and citizenry skills gained through dance education in Wisconsin schools support the overall goal of helping all students become college and career ready. The knowledge and skills described provide a framework with actionable indicators for dance classroom experiences.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards for Dance*, which aim to build dance skills, knowledge, and engagement opportunities for all Wisconsin students.



Carolyn Stanford Taylor
State Superintendent

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The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for dance. Thank you to the State Superintendent’s Standards Review Council for their work and guidance through the standards process. A special thanks to the Dance Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

Wisconsin Standards for Dance Writing Team

Co-Chairs: **Jessica Bauer**, Signature Steps Studio, Physical Education Educator, Reedsburg
Susan Gingrasso, Retired UW–Stevens Point, Stevens Point

DPI Liaison: **Julie Palkowski**, Arts and Creativity Education Consultant

Andrea Balsiger
Northside Elementary, Monroe

Greta Lewis
The Phipps Center for the Arts, Hudson

Julie Rabideau
Green Bay School District

Dean Drews
Milwaukee High School of the Arts

Simone Linhares Ferro
UW–Milwaukee

Yeng Vang-Strath
Bruce–Guadalupe Community School,
Milwaukee

Renee Griswold
Milwaukee Ballet School and Academy

Karen Mcshane-Hellenbrand
UW–Madison

Tina Wozniak
Bradford High School, Kenosha

Department of Public Instruction, Academic Standards

- John W. Johnson, Director, Literacy and Mathematics, and Director for Academic Standards
- Meri Annin, Lead Visual Communications Designer
- Marci Glaus, Strategic Communications Consultant
- David McHugh, Strategic Planning and Professional Learning Consultant

Department of Public Instruction Leaders

- Sheila Briggs, Assistant State Superintendent, Division of Academic Excellence
- Tamara Mouw, Director, Teaching and Learning
- Scott Jones, Chief of Staff, Office of the State Superintendent

Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve dance education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing dance course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows The Guiding Principles for Teaching and Learning (2011). In brief, the principles are:

Every student has the right to learn.

Instruction must be rigorous and relevant.

Purposeful assessment drives instruction and affects learning.

Learning is a collaborative responsibility.

Students bring strengths and experiences to learning.

Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district, and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They 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 area to best serve their local communities. 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.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference Between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for Dance* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. The graphic below illustrates the relationship between academic standards and other critical principles and efforts that function together to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

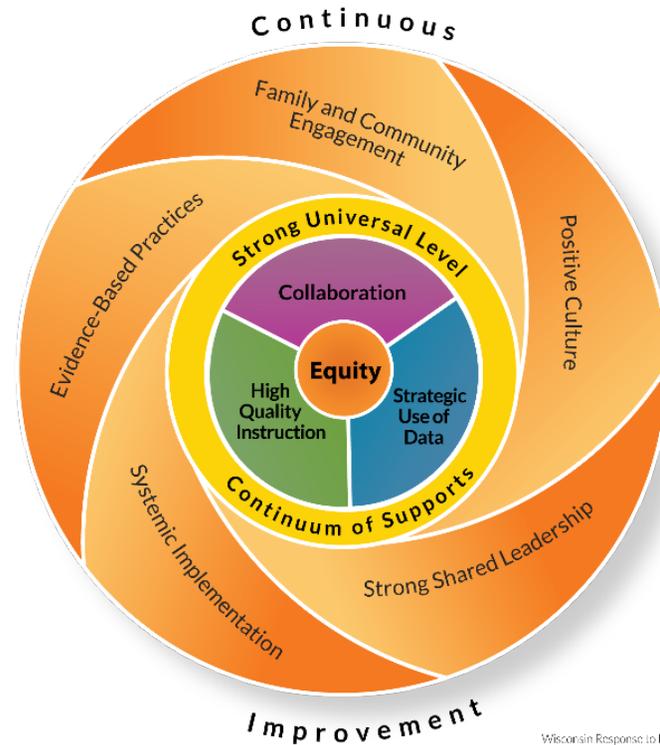
All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.



Wisconsin Response to Intervention Center
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References

The Guiding Principles for Teaching and Learning. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/standards/guiding-principles>.

Framework for Equitable Multi-Level Systems of Supports. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/rti>.

Section II

Wisconsin Standards for Dance

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
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 that 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 *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. Dover, DE: National Coalition for Core Arts Standards. ([copyright use](#)).
- [Wisconsin Model Academic Standards for Dance](#). 1997. Madison, WI: Wisconsin Department of Public Instruction.

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. Phoenix, AZ: Arizona Department of Education.
- [Colorado Dance Standards](#). 2009. Denver, CO: Colorado Department of Education.
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#). 2009. Trenton, NJ: New Jersey State Department of Education.

References

[Arizona Academic Standards in the Arts—Dance](#). 2015. Arizona Department of Education, 2015.

[Colorado Academic Standards—Dance](#). 2009. Denver, CO: Colorado Department of Education.

[New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#). 2014. Trenton, NJ: New Jersey State Department of Education.

[National Core Arts Standards—Dance](#). 2014. Dover, DE: National Coalition for Core Arts Standards.

[Wisconsin Model Academic Standards for Dance](#). 1997. Madison, WI: Wisconsin Department of Public Instruction.

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.
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

Content Area: Dance (DD)
Standard DD 1: CREATE—Students will generate, develop, and refine artistic work.

Performance Indicators (by Grade Band)

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
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.

Grade Band
 e = elementary (K - 2nd Grade)
 i = intermediate (3rd - 5th Grade)
 m = middle (6th - 8th Grade)
 h = high (9th - 12th Grade)

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

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.

Section III

Discipline: Dance Standards

Content Area: Dance (DD)

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

Performance Indicators (by Grade Band)

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
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.

Content Area: Dance (DD)

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

Performance Indicators (by Grade Band)

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

Content Area: Dance (DD)

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

Performance Indicators (by Grade Band)

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

Content Area: Dance (DD)

Standard DD4: CONNECT—Students will relate prior knowledge and personal experience with dance to cultural and historical context.

Performance Indicators (by Grade Band)

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