

Dance Essential Standards by Grade Span with Student “I Can” Statements

(Students should be able to accomplish these outcomes by the end of Grades 2, 5, 8, and the Advanced High School Proficiency Level)

Processes	Skills and Concepts	Early Elementary (K-2)	Upper Elementary (3-5)	Middle Grades (6-8)	High School (9-12)
Creating	using choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images	<ul style="list-style-type: none"> • I can use basic elements of movement (body, time, space, energy) to generate short dance phrases. • I can compare spontaneous movement (improvisation) and planned movement (choreography). • I can use teacher-led improvisation in the process of creating dance phrases. • I can construct dance phrases which illustrate beginning, middle, and ending. • I can create dance phrases with simple patterns. • I can create dance phrases that express words, ideas, experiences, and feelings. 	<ul style="list-style-type: none"> • I can organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements. • I can create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements. • I can use independent, cooperative, and collaborative skills to improvise and create dance. • I can create short dance sequences that communicate ideas, experiences, feelings, images, or stories. • I can create short dances that communicate abstract ideas. • I can generate strategies for problem solving in dance. 	<ul style="list-style-type: none"> • I can use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances. • I can create dances that fulfill aesthetic criteria including beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer. • I can organize dance sequences into simple dances that communicate ideas, experiences, feelings, images, or stories. • I can use collaborative and cooperative skills to contribute constructively to the creation of dance. • I can generate solutions to technical or structural movement problems in the creative process. • I can use reflection and discussion to revise choreography. 	<ul style="list-style-type: none"> • I can create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria. • I can create dances that use a variety of forms (such as AB, ABA, canon, rondo, theme and variation, retrograde, chance) for organizational structure. • I can analyze musical compositions and structural forms as a basis for choreographing dances. • I can create dance based on an analysis of movement choices and structural forms used in a variety of significant American dance works. • I can use aesthetic criteria to evaluate and revise choreography. • I can generate innovative solutions to movement problems. • I can analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances. • I can create dance for performance based on ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance.
Performing	using performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance	<ul style="list-style-type: none"> • I can use body and voice control in personal and general space. • I can be respectful of self and others in a dance setting. • I can use concentration and focus during dance explorations. • I can use teacher and peer feedback to improve dance. 	<ul style="list-style-type: none"> • I can use kinesthetic awareness, control of body, voice, concentration, and focus necessary for effective participation in individual and group settings in dance. • I can use teacher and peer feedback and monitor personal goals to improve performance quality in dance. 	<ul style="list-style-type: none"> • I can use safe and respectful behaviors as a dance class participant. • I can integrate the use of clarity, concentration, and focus while dancing. • I can integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance. 	<ul style="list-style-type: none"> • I can monitor appropriate behaviors and etiquette in a variety of dance roles (dancer, performer, choreographer, and observer). • I can integrate performance values of clarity, concentration, focus, and projection when creating and performing dance. • I can evaluate personal performance in dance using feedback from a variety of sources.

	using movement skills in dance	<ul style="list-style-type: none"> I can exemplify isolation of body parts and use of body center. I can illustrate a variety of body shapes in space. I can exemplify locomotor and non-locomotor (axial) movements in performing dance phrases. I can use the element of time (tempo) in movement. I can understand use of beat, meter, and duration in dance movement. I can recognize examples of simple rhythms and patterns in movement I can exemplify a variety of directions, levels, and pathways in general space. 	<ul style="list-style-type: none"> I can illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement. I can use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique. I can exemplify how to maintain a sense of body shape while moving and in stillness. I can integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions. I can recall dance movement phrases containing rhythmic patterns in various meters. I can differentiate between duple and triple meter. I can use a variety of spatial designs and relationships with clarity and intent. 	<ul style="list-style-type: none"> I can explain beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination. I can explain how dance technique uses anatomical concepts of alignment, strength, and range of motion. I can apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement. I can apply combinations of time, space, weight, and flow in dance. I can execute technical skills from a variety of forms and traditions in dance. I can analyze the components of time in dance. I can integrate breath support to facilitate and clarify movement. 	<ul style="list-style-type: none"> I can execute the integration of anatomy, body organization, and body skills in dance. I can use dynamic alignment, articulation of movement, and aesthetic criteria to refine dance movement. I can integrate the use of time, space, weight, and effort in dance. I can apply technical skills from a variety of dance forms to enhance performance. I can understand how articulation of movement and the use of movement vocabulary from a variety of sources support the development of dance technique. I can monitor the use of anatomy, body organization, body skills, and dance technique to refine dance performance. I can integrate breath, articulation, and weight shift while dancing.
Responding	using a variety of thinking skills to analyze and evaluate dance	<ul style="list-style-type: none"> I can distinguish movement skills and elements observed in dances performed by peers and significant dance works. I can interpret the meaning of various dance movements and dances. I can use words or images to describe possible meanings observed in dance. 	<ul style="list-style-type: none"> I can use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance. I can analyze the relationships between elements when observing dance. I can explain how personal perspective influences interpretations of dance. I can use different aesthetic criteria for evaluating dances. 	<ul style="list-style-type: none"> I can use dance vocabulary to describe how elements of movement are used to communicate ideas in dance. I can use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance. I can interpret the meanings of dances created by peers and others. I can use multiple perspectives and criteria in evaluating dances. 	<ul style="list-style-type: none"> I can analyze how the major movement ideas, elements, and structures of dances are developed to create meaning. I can critique dances in terms of multiple aesthetic and cultural criteria. I can explain the influence of the choreographer's vision and intent on the creative process in dance. I can use accurate terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dances.
Connecting	understanding cultural, historical, and interdisciplinary connections with dance	<ul style="list-style-type: none"> I can use dance to illustrate how people express themselves differently. I can exemplify dance representing the heritage, customs, and traditions of various cultures. I can illustrate connections between dance and concepts in other curricular areas. 	<ul style="list-style-type: none"> I can exemplify how dance is used by various groups for artistic expression within the local community. I can understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina and the United States. I can exemplify connections between dance and concepts in other curricular areas. 	<ul style="list-style-type: none"> I can understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the present. I can understand the role of dance in North Carolina and the United States in relation to history and geography. I can exemplify connections between dance and concepts in other curricular areas. I can explain how to promote health, physical safety, reduced risk of injury, and well-being through dance. I can explain the implications of career pathways and economic considerations when selecting careers in dance. 	<ul style="list-style-type: none"> I can use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. I can use dance to explore concepts of civics and economics I can explain the role of dance in United States history. I can interpret dance from personal, cultural, and historical contexts. I can integrate ideas and images from other disciplines to inspire new approaches to dance study. I can differentiate the dance style of important twentieth- and twenty-first century choreographers. I can explain the impact of lifestyle choices, self-concept, cultural media, and social environment on dancers. I can identify skills and qualities leading to success in the dance field and in life, such as responsibility, adaptability, organization, communication, project management, and time management. I can create interdisciplinary projects integrating dance and other disciplines.