

Dance Proficiency-Based Graduation Requirements (PBGR) Road Map

Purpose

In 2014, the National Core Arts Standards (NCAS) were introduced by the National Coalition for the Core Arts Standards (NCCAS). These standards are conceptual in nature and are designed around artistic processes, providing a solid foundation to foster literacy in Dance, Media Arts, Music, Theatre, and Music. The development of the [Arts PBGR Hierarchy](#) stemmed from the NCAS, serving as a representation of all content areas under one comprehensive umbrella.

The Critical Proficiencies within the Arts PBGR Hierarchy are directly derived from the NCAS artistic processes, maintaining uniformity in their description across all arts disciplines. Similarly, the Priority Performance Indicators are taken from the NCAS Anchor Standards, which are deemed essential in supporting artistic literacy upon graduation.

The primary objective of the Arts PBGR Hierarchy is to integrate all content areas cohesively. To achieve this, verbs from the identified Anchor Standards were drawn from the Enduring Understandings present in all art disciplines. These verbs were thoughtfully refined to construct coherent sentences that honored the original intent of each Anchor Standard in the arts.

Given that the Arts PBGR Hierarchy represents all arts disciplines, it is crucial for educators specializing in each art form to devise a customized roadmap. They should utilize content specific NCAS Performance Indicators to delineate how students can achieve the necessary artistic literacy required for graduation. This individualized approach ensures a well-rounded and meaningful educational experience for students across the arts spectrum.

How to Use this Document

This document was crafted to illustrate the vertical alignment of Priority Performance Indicators in Dance and to emphasize the utilization of Prioritized Grade Level Standards in their creation. Identified by Vermont Dance Educators and [Chicago Public Schools](#), these Prioritized Standards serve as crucial benchmarks for evaluation at every grade level. Schools are encouraged to adopt this work as-is; adapt this work to better suit the unique needs of their respective school communities; or use this work as a lens through which to evaluate their local work.



Vertical Alignment

The subsequent section presents Priority Performance Indicators at each grade band. Its purpose is to illustrate the student experience across grade levels. It's important to note that not every grade band will feature a Priority Performance Indicator, as students may attain it through their engagement in the Performing Arts. For instance, the Visual Arts emphasize the Create Critical Proficiency more, whereas the Performing Arts prioritize the Present/Perform/Produce Critical Proficiency.

Critical Proficiency

Create: Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Priority Performance Indicator: Generate and Conceptualize

K-2	3-5	6-8	9-12
Students generate movement explorations in response to diverse stimuli, such as music, sound, text, objects, images, symbols, observed dance, and personal experiences.	Students build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	Students use genre-specific dance terminology to explain choices about choreography developed by connecting similar or contrasting ideas through diverse stimuli.	Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)

Priority Performance Indicator: Organize, Develop, and Complete

K-2	3-5	6-8	9-12
<p>Students create purposeful movement sequences to communicate ideas, feelings, or images that have a beginning, middle, and end. They engage in making modifications to refine work.</p>	<p>Students explore choreographic devices to create movements and structures. Students develop a dance phrase expressing specific ideas. Students modify dance work using feedback and self-reflection to explain the choices made during the creative process.</p>	<p>Students define and apply artistic criteria in choreographing a dance with artistic intent that conveys personal or cultural meaning. They collaboratively revise dance compositions based on established artistic criteria and explain how choices in the revision process align with the intended artistic expression.</p>	<p>Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)</p>

Critical Proficiency

Present/Perform/Produce: Develop, refine, and convey meaning through artistic work.

Priority Performance Indicator: Develop and Refine for Presentation

K-2	3-5	6-8	9-12
<p>Students engage in creating diverse body shapes, locomotor and non-locomotor movements, various patterns and pathways, and safe movement choices, both independently and collaboratively. Students develop an awareness of timing, musical phrasing, and spatial relationships. They exhibit the ability to repeat and self-adjust movements in response to temporal or spatial cues.</p>	<p>Students recall and execute dance phrases using fundamental skills. They collaborate with peers to synchronize actions and refine spatial relationships. Students apply feedback to set personal goals. Students execute a variety of dance skills and techniques for expanded range of movement and performance endurance.</p>	<p>Students collaborate to refine and develop technical dance skills for precise execution, expand movement vocabulary and dance designs, and build upon energy and dance dynamics to enhance movements in both class and performance.</p>	<p>Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)</p>

Priority Performance Indicator: Convey Meaning Through Presentation

K-2	3-5	6-8	9-12
<p>Students explore production elements (for example, hand props, simple scenery, or media projections).</p>	<p>Students identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p>	<p>Students show leadership qualities in performance preparation and use proper etiquette during class, rehearsal, and performances. Students document efforts and plan for improvements (i.e., accept choreographer notes, apply corrections for future shows, and maintain a journal of these experiences).</p>	<p>Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)</p>

Critical Proficiency

Respond: Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

Priority Performance Indicator: Perceive and Analyze

K-2	3-5	6-8	9-12
<p>Students choose movements from a dance to convey how the movement effectively captures specific ideas.</p>	<p>Students demonstrate an understanding of various dance styles, genres, or cultural dances by interpreting meaning and artistic intent through the analysis of movements.</p>	<p>Students describe how dance achieves artistic expression through its elements, body usage, technique, structure, and context, using genre-specific dance terminology. Students evaluate performance effectiveness with artistic criteria, considering content, context, genre, style, or cultural practices, and expressing insights using genre-specific dance terminology.</p>	<p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>

Critical Proficiency

Connect: Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

Priority Performance Indicator: Synthesize and Relate

K-2	3-5	6-8	9-12
Students engage in describing, creating, or performing a dance that conveys personal meaning through specific movements. Students observe and discuss dances from different cultures and express meaning/purpose of the movements/works.	Students compare the relationships portrayed in a dance to personal relationships and describe how the movement characteristics in a specific dance genre or style convey ideas and perspectives from its cultural or historical origins.	Students examine dances from various cultures and historical periods to understand their ideas and perspectives. Students compare movement characteristics in different dance genres, discussing how they differ from personal preferences and perspectives.	Students integrate and evaluate their ideas, knowledge, and cultural and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)

Priority Standards as Benchmarks

This section serves to underscore the identified standards employed in crafting the Priority Performance Indicators for each grade band. Priority Performance Indicators represent comprehensive clusters of standards that students strive to demonstrate proficiency in. These Priority Standards serve as the foundational benchmarks at each grade level, guiding students towards proficiency in the Grade Band Priority Performance Indicator.

Kindergarten

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize</p> <p>Students generate movement explorations in response to diverse stimuli, such as music, sound, text, objects, images, symbols, observed dance, and personal experiences.</p>	<p>Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance). Cr1.1.K.a.</p>
<p>Create: Organize, Develop, and Complete</p> <p>Students create purposeful movement sequences to communicate ideas, feelings, or images that have a beginning, middle, and end. They engage in making modifications to refine work.</p>	<p>Express an idea, feeling, or image, through improvised movement moving alone or with a partner. DA:Cr2.1.K.b.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students engage in creating diverse body shapes, locomotor and non-locomotor movements, various patterns and pathways, and safe movement choices, both independently and collaboratively. Students develop an awareness of timing, musical phrasing, and spatial relationships. They exhibit the ability to repeat and self-adjust movements in response to temporal or spatial cues.</p>	<p>Make still and moving body shapes that show lines (for example, straight, bent, curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions. DA:Pr4.1.K.a.</p> <p>Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes. DA:Pr5.1.K.a.</p>
<p>Respond: Perceive and Analyze</p> <p>Students choose movements from a dance to convey how the movement effectively captures specific ideas.</p>	<p>Select a movement observed in a dance. Demonstrate the movement and explain why it was selected. DA:Re9.1.K.a.</p>
<p>Connect: Synthesize and Relate</p> <p>Students engage in describing, creating, or performing a dance that conveys personal meaning through specific movements. Students observe and discuss dances from different cultures and express meaning/purpose of the movements/works.</p>	<p>Observe a work of art. Describe and then express through movement something of interest about the artwork and ask questions for discussion concerning the artwork. DA:Cn10.1.K.b.</p>

First Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize</p> <p>Students generate movement explorations in response to diverse stimuli, such as music, sound, text, objects, images, symbols, observed dance, and personal experiences.</p>	<p>Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. Cr1.1.1.a.</p>
<p>Create: Organize, Develop, and Complete</p> <p>Students create purposeful movement sequences to communicate ideas, feelings, or images that have a beginning, middle, and end. They engage in making modifications to refine work.</p>	<p>Improvise a series of movements that have a beginning, middle, and end. Describe movement choices. DA:Cr2.1.1.a.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students engage in creating diverse body shapes, locomotor and non-locomotor movements, various patterns and pathways, and safe movement choices, both independently and collaboratively. Students develop an awareness of timing, musical phrasing, and spatial relationships. They exhibit the ability to repeat and self-adjust movements in response to temporal or spatial cues.</p>	<p>Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles. DA:Pr4.1.1.a.</p> <p>Move safely in general space through a range of activities and group formations while maintaining personal space. DA:Pr5.1.1.b.</p>
<p>Respond: Perceive and Analyze</p> <p>Students choose movements from a dance to convey how the movement effectively captures specific ideas.</p>	<p>Select movements from a dance that suggest ideas and use simple dance terminology to explain how the movement captures the idea. DA:Re8.1.1.a.</p>
<p>Connect: Synthesize and Relate</p> <p>Students engage in describing, creating, or performing a dance that conveys personal meaning through specific movements. Students observe and discuss dances from different cultures and express meaning/purpose of the movements/works.</p>	<p>Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. DA:Cn11.1.1.a.</p>

Second Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Organize, Develop, and Complete</p> <p>Students create purposeful movement sequences to communicate ideas, feelings, or images that have a beginning, middle, and end. They engage in making modifications to refine work.</p>	<p>Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices. DA:Cr2.1.2.b.</p> <p>Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Cr3.1.2.a.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students engage in creating diverse body shapes, locomotor and non-locomotor movements, various patterns and pathways, and safe movement choices, both independently and collaboratively. Students develop an awareness of timing, musical phrasing, and spatial relationships. They exhibit the ability to repeat and self-adjust movements in response to temporal or spatial cues.</p>	<p>Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat. Correlate metric phrasing with movement phrasing. DA:Pr4.1.2.b.</p> <p>Repeat movements with an awareness of self and others in space. Self adjust and modify movements or placement upon request. DA:Pr5.1.2.c.</p>
<p>Present: Convey Meaning Through Presentation</p> <p>Students explore production elements (for example, hand props, simple scenery, or media projections).</p>	<p>Use limited production elements (for example, hand props, simple scenery, or media projections). DA:Pr6.1.2.b.</p>
<p>Connect: Synthesize and Relate</p> <p>Students engage in describing, creating, or performing a dance that conveys personal meaning through specific movements. Students observe and discuss dances from different cultures and express meaning/purpose of the movements/works.</p>	<p>Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning. DA:Cn10.1.2.a.</p>

Third Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Organize, Develop, and Complete</p> <p>Students explore choreographic devices to create movements and structures. Students develop a dance phrase expressing specific ideas. Students modify dance work using feedback and self-reflection to explain the choices made during the creative process.</p>	<p>Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development). DA:Cr2.1.3.a.</p> <p>Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices. DA:Cr2.1.3.b.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students recall and execute dance phrases using fundamental skills. They collaborate with peers to synchronize actions and refine spatial relationships. Students apply feedback to set personal goals. Students execute a variety of dance skills and techniques for expanded range of movement and performance endurance.</p>	<p>Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent. DA:Pr4.1.3.c.</p> <p>Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self check to improve dance skills. DA:Pr5.1.3.c.</p>
<p>Respond: Perceive and Analyze</p> <p>Students demonstrate an understanding of various dance styles, genres, or cultural dances by interpreting meaning and artistic intent through the analysis of movements.</p>	<p>Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different. DA:Re9.1.3.a.</p>
<p>Connect: Synthesize and Relate</p> <p>Students compare the relationships portrayed in a dance to personal relationships and describe how the movement characteristics in a specific dance genre or style convey ideas and perspectives from its cultural or historical origins.</p>	<p>Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different. DA:Cn10.1.3.a.</p>

Fourth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Organize, Develop, and Complete</p> <p>Students explore choreographic devices to create movements and structures. Students develop a dance phrase expressing specific ideas. Students modify dance work using feedback and self-reflection to explain the choices made during the creative process.</p>	<p>Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices. DA:Cr2.1.4.a.</p> <p>Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process. DA:Cr3.1.4.a.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students recall and execute dance phrases using fundamental skills. They collaborate with peers to synchronize actions and refine spatial relationships. Students apply feedback to set personal goals. Students execute a variety of dance skills and techniques for expanded range of movement and performance endurance.</p>	<p>Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthy nutrition. DA:Pr5.1.4.b.</p>
<p>Present: Convey Meaning Through Presentation</p> <p>Students identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.</p>	<p>Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience. DA:Pr6.1.4.b.</p>
<p>Respond: Perceive and Analyze</p> <p>Students demonstrate an understanding of various dance styles, genres, or cultural dances by interpreting meaning and artistic intent through the analysis of movements.</p>	<p>Relate movements, ideas, and context to decipher meaning in a dance, using basic dance terminology. DA:Re8.1.4.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Connect: Synthesize and Relate</p> <p>Students compare the relationships portrayed in a dance to personal relationships and describe how the movement characteristics in a specific dance genre or style convey ideas and perspectives from its cultural or historical origins.</p>	<p>Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives. DA:Cn10.1.4.a.</p>

Fifth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize</p> <p>Students build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).</p>	<p>Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). Cr1.1.5.a.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students recall and execute dance phrases using fundamental skills. They collaborate with peers to synchronize actions and refine spatial relationships. Students apply feedback to set personal goals. Students execute a variety of dance skills and techniques for expanded range of movement and performance endurance.</p>	<p>Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement). DA:Pr5.1.5.a.</p> <p>Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr5.1.5.c.</p>
<p>Respond: Perceive and Analyze</p> <p>Students demonstrate an understanding of various dance styles, genres, or cultural dances by interpreting meaning and artistic intent through the analysis of movements.</p>	<p>Identify meaning or artistic intent from the patterns of movement in a dance work. DA:Re7.1.5.a.</p> <p>Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice, using basic dance terminology. DA:Re7.1.5.b</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Connect: Synthesize and Relate</p> <p>Students compare the relationships portrayed in a dance to personal relationships and describe how the movement characteristics in a specific dance genre or style convey ideas and perspectives from its cultural or historical origins.</p>	<p>Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. DA:Cn11.1.5.a.</p>

Sixth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize</p> <p>Students use genre-specific dance terminology to explain choices about choreography developed by connecting similar or contrasting ideas through diverse stimuli.</p>	<p>Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, social events). Cr1.1.6.a.</p>
<p>Create: Organize, Develop, and Complete</p> <p>Students define and apply artistic criteria in choreographing a dance with artistic intent that conveys personal or cultural meaning. They collaboratively revise dance compositions based on established artistic criteria and explain how choices in the revision process align with the intended artistic expression.</p>	<p>Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others. DA:Cr2.1.6.b.</p> <p>Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent. DA:Cr3.1.6.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Present: Develop and Refine for Presentation</p> <p>Students collaborate to refine and develop technical dance skills for precise execution, expand movement vocabulary and dance designs, and build upon energy and dance dynamics to enhance movements in both class and performance.</p>	<p>Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions. DA:Pr5.1.6.a.</p> <p>Collaborate as an ensemble to refine dances by identifying what does and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time. DA:Pr5.1.6.c.</p>
<p>Respond: Perceive and Analyze</p> <p>Students describe how dance achieves artistic expression through its elements, body usage, technique, structure, and context, using genre-specific dance terminology. Students evaluate performance effectiveness with artistic criteria, considering content, context, genre, style, or cultural practices, and expressing insights using genre-specific dance terminology.</p>	<p>Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use genre-specific dance terminology to explain how these communicate the intent of the dance. DA:Re8.1.6.a.</p>

Seventh Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize</p> <p>Students use genre-specific dance terminology to explain choices about choreography developed by connecting similar or contrasting ideas through diverse stimuli.</p>	<p>Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology. Cr1.1.7.b.</p>
<p>Create: Organize, Develop, and Complete</p> <p>Students define and apply artistic criteria in choreographing a dance with artistic intent that conveys personal or cultural meaning. They collaboratively revise dance compositions based on established artistic criteria and explain how choices in the revision process align with the intended artistic expression.</p>	<p>Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance. DA:Cr2.1.7.b.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students collaborate to refine and develop technical dance skills for precise execution, expand movement vocabulary and dance designs, and build upon energy and dance dynamics to enhance movements in both class and performance.</p>	<p>Expand movement vocabulary of varied pattern designs. Incorporate and modify body designs from different dance genres and styles to expand movement vocabulary to include differently designed shapes and movements for interest and contrast. DA:Pr4.1.7.a.</p>
<p>Present: Convey Meaning Through Presentation</p> <p>Students show leadership qualities in performance preparation and use proper etiquette during class, rehearsal, and performances. Students document efforts and plan for improvements (i.e., accept choreographer notes, apply corrections for future shows, and maintain a journal of these experiences).</p>	<p>Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain a journal documenting these efforts. Post performance: accept notes from the choreographer and apply corrections to future performances. DA:Pr6.1.7.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Respond: Perceive and Analyze</p> <p>Students describe how dance achieves artistic expression through its elements, body usage, technique, structure, and context, using genre-specific dance terminology. Students evaluate performance effectiveness with artistic criteria, considering content, context, genre, style, or cultural practices, and expressing insights using genre-specific dance terminology.</p>	<p>Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre-specific dance terminology. DA:Re8.1.7.a.</p>
<p>Connect: Synthesize and Relate</p> <p>Students examine dances from various cultures and historical periods to understand their ideas and perspectives. Students compare movement characteristics in different dance genres, discussing how they differ from personal preferences and perspectives.</p>	<p>Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement preferences and perspectives. DA:Cn10.1.7.a.</p>

Eighth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Organize, Develop, and Complete</p> <p>Students define and apply artistic criteria in choreographing a dance with artistic intent that conveys personal or cultural meaning. They collaboratively revise dance compositions based on established artistic criteria and explain how choices in the revision process align with the intended artistic expression.</p>	<p>Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance. DA:Cr2.1.8.b.</p>
<p>Present: Develop and Refine for Presentation</p> <p>Students collaborate to refine and develop technical dance skills for precise execution, expand movement vocabulary and dance designs, and build upon energy and dance dynamics to enhance movements in both class and performance.</p>	<p>Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements. DA:Pr4.1.8.c.</p>
<p>Present: Convey Meaning Through Presentation</p> <p>Students show leadership qualities in performance preparation and use proper etiquette during class, rehearsal, and performances. Students document efforts and plan for improvements (i.e., accept choreographer notes, apply corrections for future shows, and maintain a journal of these experiences).</p>	<p>Demonstrate leadership qualities (for example commitment, dependability, responsibility, cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post performance: accept notes from the choreographer and apply corrections to future performances. DA:Pr6.1.8.a</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Respond: Perceive and Analyze</p> <p>Students describe how dance achieves artistic expression through its elements, body usage, technique, structure, and context, using genre-specific dance terminology. Students evaluate performance effectiveness with artistic criteria, considering content, context, genre, style, or cultural practices, and expressing insights using genre-specific dance terminology.</p>	<p>Describe and discuss patterns of movement and their relationships in dance in context of artistic intent. DA:Re7.1.8.a.</p> <p>Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. DA:Re9.1.8.a</p>
<p>Connect: Synthesize and Relate</p> <p>Students examine dances from various cultures and historical periods to understand their ideas and perspectives. Students compare movement characteristics in different dance genres, discussing how they differ from personal preferences and perspectives.</p>	<p>Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. DA:Cn11.1.8.a.</p>

High School Proficient

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Create: Generate and Conceptualize Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)</p>	<p>Experiment with elements of dance and a variety of stimuli to create work (choreographed or improvised) by exploring personal movement preferences and strengths to challenge skills. DA:Cr1.1.I a.</p>
<p>Create: Organize, Develop, and Complete Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)</p>	<p>Collaborate to design a dance using elements and dance structures to support an idea. DA:Cr2.1.I.a.</p>
<p>Present: Develop and Refine for Presentation Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices.</p>	<p>Embody technical dance skills (i.e., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. DA:Pr5.1.I a.</p> <p>Performance Preparation: Analyze/evaluate performances (i.e., video recordings, discussion blogs, rubrics/learning scales, tickets, etc.) and articulate performance goals. DA:Pr5.1.I.c</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p>Present: Convey Meaning Through Presentation</p> <p>Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)</p>	<p>Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate and document performance etiquette practices (i.e., commitment, dependability, responsibility, cooperation) and apply corrections to future performances using proper dance and production terminology. DA:Pr6.1.1.a.</p>
<p>Respond: Perceive and Analyze</p> <p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>	<p>Use dance terminology to analyze movement and the elements of dance to communicate ideas. DA:Re.7.1.1.a.</p> <p>Analyze the artistic idea of a dance using evidence (i.e., dance terminology, technical skills, and the elements). DA:Re9.1.1.a.</p>
<p>Connect: Synthesize and Relate</p> <p>Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)</p>	<p>Compare the process used in the choreography to that of other creative, academic, or scientific processes when creating a solo/group dance that answers a question or problem (i.e., dance in relation to other disciplines, integrated themes, historical/current events, socio-political issues, etc.). DA:Cn10.1.1.b.</p>