

Dance – Sample Proficiency-Based Graduation Requirements and Performance Indicators

Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education, under the VT Framework of Standards (CCSS, NGSS, and GEs)
- Are designed to be used in conjunction with the Vermont Transferable Skill Graduation Proficiencies, which outline students' desired skills and habits across content areas
- Include three sets of performance indicators differentiated by grade cluster – Elementary, Middle, and High School
- Serve as benchmarks of learning progression for elementary and middle school

This document is designed to:

- Assist Vermont Schools and Districts (SU/SDs) and schools in developing learning requirements and expectations for their students
- Promote consistency across schools and districts/SUs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including Performance Assessments
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

Spotlight on Equity: The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of the visual arts, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these topics and concepts to critically engage students in socially relevant and culturally responsive art education. The considerations are not a complete list, but rather a starting point on which to base equitable arts experiences; **supplemental resources** [include link] can be found on the [AOE Visual and Performing Arts webpage](#).

Contact Information:

If you have questions about this document or would like additional information please contact:

Kyle Anderson, Student Pathways Division, at kyle.anderson@vermont.gov.

Graduation Proficiencies	Performance Indicators— Elementary School	Performance Indicators—Middle School	Performance Indicators—High School
<p>1. CREATE</p> <ul style="list-style-type: none"> – Generate and conceptualize – Organize and develop – Refine and complete artistic work <p>Spotlight on Equity</p> <p>Critical Elements and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Access to materials • Learning design around non-traditional processes and performances • Culturally sustaining pedagogy • Real-world and personal relevance <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Self-perceptions • Identifying emotions • Multiple perspectives • Goal setting • Student-developed evaluation criteria 	<p>DA:Cr1.1.5</p> <ul style="list-style-type: none"> a. Create dance phrases using several stimuli (i.e., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Solve multiple movement problems to develop dance phrases. <p>DA:Cr2.1.5</p> <ul style="list-style-type: none"> a. Manipulate a variety of dance elements to expand choreographic possibilities with a main idea and explain movement choices. b. Develop a dance with a main idea by selecting movement vocabulary. <p>DA:Cr3.1.5</p> <ul style="list-style-type: none"> a. Explore feedback from others to develop a short dance that communicates artistic intent. Explain movement choices and changes. <p>Record changes in a dance sequence (writing, symbols, or form of technology).</p>	<p>DA:Cr1.1.8</p> <ul style="list-style-type: none"> a. Implement movement from a variety of stimuli (i.e., music, observed dance, literary forms, notation, personal experience, current events) to develop dance. b. Select movements, using correct dance terminology, to create a dance that communicates an idea. <p>DA:Cr2.1.8</p> <ul style="list-style-type: none"> a. Collaborate to choreograph a dance using a variety of dance elements and structures that has artistic meaning. b. Discuss the meaning of the dance and how the elements or structures enhance the artistic idea (i.e., terminology, devices, structures). <p>DA:Cr3.1.8</p> <ul style="list-style-type: none"> a. Revise choreography collaboratively or independently using evidence of growth (i.e., artistic criteria, self-reflection, and the feedback of others). <p>Document a section of the dance (writing, symbols, or technologies).</p>	<p>DA:Cr1.1.HSI</p> <ul style="list-style-type: none"> a. 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. b. Analyze the process and the relationship between the stimuli and the movement. <p>DA:Cr2.1.HSI</p> <ul style="list-style-type: none"> a. Collaborate to design a dance using elements and dance structures to support an idea. b. Develop an artistic statement for an original dance. <p>DA:Cr3.1.HSI</p> <ul style="list-style-type: none"> a. Analyze and evaluate the impact of choices made in the choreography revision process and include feedback from others. <p>Document a section of the dance (writing, symbols, or technologies).</p>

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<p>2. PRESENT</p> <ul style="list-style-type: none"> – Analyze, interpret, and select – Develop and refine – Convey meaning through the presentation of artistic work <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Sociopolitical consciousness • Access to exhibits • Access to resources • Representation <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Social engagement • Appreciating diversity • Communication • Target audience 	<p>DA:Pr4.1.5</p> <ol style="list-style-type: none"> a. Space: Integrate shapes and relationships, focus, and floor and air pathways into dance sequences. b. Time: Dance to variety of rhythms and respond to tempo changes. c. Energy: Contrast bound and free movements. Initiate movement from central (torso) and peripheral (distal). <p>DA:Pr5.1.5</p> <ol style="list-style-type: none"> a. Recall and execute dance phrases using fundamental dance skills (i.e., alignment, coordination, balance, core support, kinesthetic awareness, etc.). b. Demonstrate safe body-use practices during technical exercises to promote strength, flexibility, endurance and injury prevention. c. Performance Preparation: Collaborate with peers to repeat sequences, enhance unison, and refine spatial relationships to improve performance quality. 	<p>DA:Pr4.1.8</p> <ol style="list-style-type: none"> a. Space: Sculpt the body in space. Set focus of eyes during floor and air patterns. Use direct and indirect pathways. b. Time: Perform dance phrases with various timings, appropriate breath and phrasing, and different body parts at the same time. c. Energy: Incorporate energy and dynamics to technique and dance performance. <p>DA:Pr5.1.8</p> <ol style="list-style-type: none"> a. Embody technical dance skills (i.e., alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute spatial designs and rhythmic dance phrases. b. Evaluate personal health practices in dance activities and everyday life including nutrition and injury prevention. 	<p>DA:Pr4.1.HSI</p> <ol style="list-style-type: none"> a. Space: Develop partner and ensemble skills that show understanding of spatial designs and relationships (i.e., lifts, balances, formations, transitions, etc.). b. Time: Use syncopation and accents in movements, rhythmic cues, varied tempos, and apply breathwork in dance phrases. c. Energy: Develops body awareness by connecting energy and dynamics to movements and applying them through all parts of the body. <p>DA:Pr5.1.HSI</p> <ol style="list-style-type: none"> a. 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. b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention.

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2. PRESENT (cont.)	DA:Pr6.1.5 a. Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements.	c. Performance Preparation: Articulate performance goals by collaborating with peers and document growth (i.e., journaling, portfolio, timeline). DA:Pr6.1.8 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.	c. Performance Preparation: Analyze/evaluate performances (i.e., video recordings, discussion blogs, rubrics/learning scales, etc.) and articulate performance goals. DA:Pr6.1.HSI 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.

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<p>3. RESPOND</p> <ul style="list-style-type: none"> – Perceive and analyze – Interpret intent and meaning – Apply criteria to evaluate <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Cultural perspectives • Cultural expectations • Sensory perceptions <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Empathy • Representation • Cultural Evaluation 	<p>DA:Re7.1.5</p> <ol style="list-style-type: none"> a. Find artistic ideas from patterns of movement in a dance. b. Describe, using basic dance terminology, the qualities/characteristics in a dance and make comparisons to another dance. <p>DA:Re8.1.5</p> <ol style="list-style-type: none"> a. Interpret meaning in a dance based on the movements and explain how the movements communicate meaning. <p>DA:Re9.1.5</p> <p>Define characteristics of a dance that make it artistic and meaningful (use elements of dance, relations to genres/styles, dance terminology, etc.).</p>	<p>DA:Re7.1.8</p> <ol style="list-style-type: none"> a. Describe, demonstrate and discuss patterns of movement. b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate ideas using dance terminology. <p>DA:Re8.1.8</p> <ol style="list-style-type: none"> a. Select a dance and explain the artistic idea with evidence (i.e., use relationships, elements of dance, technique, and dance terminology). <p>DA:Re9.1.8</p> <p>Determine what makes an effective performance using evidence (i.e., terminology, technique, context, elements, etc.).</p>	<p>DA:Re7.1.HSI</p> <ol style="list-style-type: none"> a. Use dance terminology to analyze recurring patterns of movement. b. Use dance terminology to analyze the elements of dance to communicate ideas. <p>DA:Re8.1.HSI</p> <ol style="list-style-type: none"> a. Compare different dances using dance terminology, discuss artistic ideas, and explain how relationships occur within the elements of dance and dance technique. <p>DA:Re9.1.HSI</p> <p>Analyze the artistic idea of a dance using evidence (i.e., dance terminology, technical skills, and the elements).</p>

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<p>4. CONNECT</p> <ul style="list-style-type: none"> – Synthesize and relate knowledge and personal experiences to make art – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Multiple modalities • Culturally relevant, responsive, and sustaining learning • Appropriation versus appreciation • Censorship and freedom of expression <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Community • Social Justice • Social Engagement • Agency • Intersectionality 	<p>DA:Cn10.1.5</p> <ol style="list-style-type: none"> a. Compare two dances with contrasting themes (i.e., connections to feelings, ideas, experiences, and themes). b. Describe and compare the process of creating a dance study, that expresses a chosen topic, concept, or content from another discipline, to other learning situations. <p>DA:Cn11.1.5</p> <ol style="list-style-type: none"> a. Describe how movement characteristics/qualities of a dance in a specific genre or style communicate ideas and perspectives of the culture, historical period, or community. 	<p>DA:Cn10.1.8</p> <ol style="list-style-type: none"> a. Relate connections found between different dances and make connections to one’s personal perspectives. b. Discuss and explore how the choreographic process deepens understanding of contrasting ideas. <p>DA:Cn11.1.8</p> <ol style="list-style-type: none"> a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. 	<p>DA:Cn10.1.HSI</p> <ol style="list-style-type: none"> a. Analyze a dance to determine ideas expressed by the choreographer (i.e., explain perspectives presented, how ideas could impact own interpretation, etc.) and provide evidence to support one’s analysis. b. 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.). <p>DA:Cn11.1.HSI</p> <p>Analyze and make connections between dances from selected genres, styles, or historical time periods.</p>