

NORTH CAROLINA STANDARD COURSE OF STUDY

K - 12 Dance

The 2024 North Carolina Standard Course of Study for Dance is intended to provide a Comprehensive Arts Education while developing students as artists. The abilities to create, present, respond to, and make connections with Dance build competence by expanding foundational knowledge and skills within each grade band and proficiency level. The standards are organized within the four artistic practices of Connect, Create, Present, and Respond, which are supported by the National Arts Education Standards created by the National Coalition for Arts Standards.

Arts Education nurtures healthy, inclusive communities where all points of view are respected; helps students understand their cultural roots and appreciate the cultures and traditions of others; and fosters a more positive, safer school environment. Additionally, Arts Education supports literacy and the durable skills within the NC Portrait of a Graduate. Advanced courses provide the opportunity for students to be competitive in postsecondary pursuits.

Skills progress at different levels due to a number of factors, including continuity and quality of instruction; informal exposure to Dance through community interaction; opportunities to access Dance programs in K-12 education; student developmental level and ability; motivation and resources available for individual practice; etc. The K - 5 Dance standards and objectives are written for elementary students who are taught by a licensed Dance educator for at least 50 minutes per week. The grade 6-8 standards and objectives are written for middle school students who are taught by a licensed Dance educator for at least 90 minutes per week. Levels Beginning through Advanced courses for high school credit are intended to develop proficiency in the artform of a students' choice and to support a well-rounded education. These courses meet for as long as other high school courses meet and are also taught by a licensed Dance educator. Credit earned from middle and high school courses meeting these minimums satisfies the Arts Education Graduation requirement and applies toward the Arts Education Diploma Endorsement. Courses that do not meet these minimums are not designed to build proficiency and are often used to spark interest in more intensive proficiency-based study later in a student's education.

To account for variations in skill progression, as well as to embed multiple entry points across the K-12 spectrum, the objectives in the high school NCSCOS for Dance are organized by proficiency level, rather than grade level. Minimum proficiency outcomes are provided at each level to show what a student should know and be able to do by the end of a course or program when they create, present, respond to, and make connections with Dance. Beginning High School standards are designed for students with no or limited K-8 progression in Dance education. Intermediate High School Dance standards are designed for those students who have had a complete K-8 progression in Dance education or who have achieved beginning level high school standards and objectives. Courses using the Accomplished and Advanced High School standards are inherently honors.

The North Carolina Dance Standards maintain the respect for local control of each Public School Unit (PSU). These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a PSU or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for K-12 Dance programs, and the proficiency level objectives show the minimum student outcomes for each skill.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards Kindergarten Dance

Note on Numbering: K - Kindergarten

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
K.CN.1 Relate dance ideas and works with personal, societal, cultural, and historical, and daily life contexts, including diverse and marginalized groups.	K.CN.1.1 Identify dance in global communities.
	K.CN.1.2 Identify how dance is used in school and in daily life.
	K.CN.1.3 Identify anatomical challenges encountered by dancers.
K.CN.2 Explore advancements in the field of dance.	K.CN.2.1 Identify the various roles of individuals in creating dance.
	K.CN.2.2 Identify innovations and technological tools used to create and present dance.

CREATE	
CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
K.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	K.CR.1.1 Generate spontaneous movement in response to verbal cues.
	K.CR.1.2 Create a movement for the beginning, middle, and end of a dance.
	K.CR.1.3 Depict a dance movement by drawing a picture or using a symbol.
K.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	K.CR.2.1 Adapt a dance sequence by changing the size of the movements.
	K.CR.2.2 Explain the difference between original and copied dance movements or works.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
K.PR.1 Perform dance works from a variety of styles, cultures, and genres.	K.PR.1.1 Improve dance skills by incorporating feedback from instructors.
	K.PR.1.2 Demonstrate basic motor skills with body awareness.
	K.PR.1.3 Demonstrate focus with guidance when dancing with others.
K.PR.2 Develop dance presentations.	K.PR.2.1 Compare topics or themes for improvisation or informal performance from a given list.
	K.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing informal performances with guidance.
	K.PR.2.3 Demonstrate how using a simple prop as part of a dance can impact performance.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
K.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	K.RE.1.1 Describe movements that exemplify an element of dance with guidance.
	K.RE.1.2 Describe the emotions evoked by dance movements.
K.RE.2 Evaluate dance works using content-specific vocabulary.	K.RE.2.1 Describe personal preference for movements.
	K.RE.2.2 Provide positive feedback for self and others with guidance.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards First Grade Dance

Note on Numbering: 1 - First Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
1.CN.1 Relate dance ideas and works with personal, societal, cultural, and historical, and daily life contexts, including diverse and marginalized groups.	1.CN.1.1 Explain how dance can reflect culture, values, and ideas.
	1.CN.1.2 Identify cross-curricular connections between dance and other arts disciplines.
	1.CN.1.3 Identify psychological challenges encountered by dancers.
1.CN.2 Explore advancements in the field of dance.	1.CN.2.1 Identify the various roles of individuals in the creation and production of dance.
	1.CN.2.2 Describe how innovations and technology are used to create and present dance.

CREATE CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
1.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	1.CR.1.1 Generate spontaneous movement in response to visual cues.
	1.CR.1.2 Create movement as a group for the beginning, middle, and end of a dance.
	1.CR.1.3 Depict shapes in dance by drawing a picture or using a symbol.
1.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	1.CR.2.1 Adapt a dance sequence by changing the body shapes.
	1.CR.2.2 Explain how and when to credit others when using their ideas in dance.

PRESENT PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
1.PR.1 Perform dance works from a variety of styles, cultures, and genres.	1.PR.1.1 Improve dance skills by incorporating feedback from instructors and peers.
	1.PR.1.2 Sequence basic motor skills with body awareness.
	1.PR.1.3 Demonstrate focus when dancing with others.
1.PR.2 Develop dance presentations.	1.PR.2.1 Compare topics or themes for improvisation or informal performance with support.
	1.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing informal performances.
	1.PR.2.3 Compare the use of props from given options to enhance a dance.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
1.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	1.RE.1.1 Describe movements that exemplify an element of dance.
	1.RE.1.2 Describe the emotions evoked by choreographic works.
1.RE.2 Evaluate dance works using content-specific vocabulary.	1.RE.2.1 Describe preferences in observing various dance styles, forms, or genres.
	1.RE.2.2 Provide positive feedback for self and others.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards
Second Grade Dance

Note on Numbering: 2 - Second Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
2.CN.1 Relate dance ideas and works with personal, societal, cultural, and historical, and daily life contexts, including diverse and marginalized groups.	2.CN.1.1 Describe how American dance reflects the heritage, customs, and traditions of people in the United States, including various indigenous and cultural groups.
	2.CN.1.2 Identify cross-curricular connections between dance and other content areas.
	2.CN.1.3 Identify strategies to address anatomical challenges encountered by dancers.
2.CN.2 Explore advancements in the field of dance.	2.CN.2.1 Compare the roles of various individuals responsible for the creation and production of dance.
	2.CN.2.2 Explain why innovative technologies are used in dance.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
2.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	2.CR.1.1 Generate spontaneous movement in response to musical cues.
	2.CR.1.2 Create short dance sequences with simple patterns.
	2.CR.1.3 Depict spatial levels in a variety of dance movements by drawing a picture or using symbols.
2.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	2.CR.2.1 Adapt a dance sequence by changing the levels of the movements.
	2.CR.2.2 Explain how to share dance fairly.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
2.PR.1 Perform dance works from a variety of styles, cultures, and genres.	2.PR.1.1 Improve dance skills by applying feedback from instructors, peers, and self.
	2.PR.1.2 Demonstrate complex motor skills with body awareness.
	2.PR.1.3 Demonstrate focus with guidance when dancing for and with others.
2.PR.2 Develop dance presentations.	2.PR.2.1 Compare topics or themes for improvisation or informal performance.
	2.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing formal and informal performances.
	2.PR.2.3 Enhance a performance using simple props.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
2.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	2.RE.1.1 Describe dance sequences that exemplify two or more elements of dance with guidance.
	2.RE.1.2 Explain possible meanings of various dance movements or choreographic works.
2.RE.2 Evaluate dance works using content-specific vocabulary.	2.RE.2.1 Explain preferences in performing various dance styles, forms, or genres.
	2.RE.2.2 Identify positive feedback and areas for improvement for self and others with guidance.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards Third Grade Dance

Note on Numbering: 3 - Third Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
3.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	3.CN.1.1 Describe dance forms found in the local community or region.
	3.CN.1.2 Compare dance elements with elements from other arts disciplines.
	3.CN.1.3 Identify strategies to address psychological challenges encountered by dancers.
3.CN.2 Explore advancements in the field of dance.	3.CN.2.1 Identify dance careers and organizations in the local community or region.
	3.CN.2.2 Describe how innovations and technology used in the creation and presentation of dance have developed over time.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
3.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	3.CR.1.1 Improvise movement based on one dance element.
	3.CR.1.2 Combine simple dance sequences to create dance phrases.
	3.CR.1.3 Depict directions or spatial pathways in a dance phrase by drawing a picture, map, or symbol.
3.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	3.CR.2.1 Adapt a dance sequence by changing the directions or pathways of the movements.
	3.CR.2.2 Identify dances that can be used by everyone fairly.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
3.PR.1 Perform dance works from a variety of styles, cultures, and genres.	3.PR.1.1 Improve choreography and dance skills by applying formal or informal feedback.
	3.PR.1.2 Demonstrate foundational dance skills with coordination of multiple body parts.
	3.PR.1.3 Demonstrate focus when dancing for and with others.
3.PR.2 Develop dance presentations.	3.PR.2.1 Identify criteria for the selection of a theme, topic, or music for a small group performance with support.
	3.PR.2.2 Identify the expected safe and respectful behaviors for various dance settings and cultural contexts.
	3.PR.2.3 Enhance performance by incorporating a single production element.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
3.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	3.RE.1.1 Describe dance sequences that exemplify two or more elements of dance.
	3.RE.1.2 Infer meaning from dance, citing evidence.
3.RE.2 Evaluate dance works using content-specific vocabulary.	3.RE.2.1 Explain preferences in observing various dance styles, forms, or genres.
	3.RE.2.2 Identify positive feedback and areas for improvement for self and others.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards
Fourth Grade Dance

Note on Numbering: 4 - Fourth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
4.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	4.CN.1.1 Describe styles and dancers who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in North Carolina.
	4.CN.1.2 Compare dance concepts with concepts from other content areas.
	4.CN.1.3 Demonstrate ways to address anatomical and psychological challenges encountered by dancers.
4.CN.2 Explore advancements in the field of dance.	4.CN.2.1 Describe dance careers and organizations in North Carolina.
	4.CN.2.2 Compare how dance has changed and remained the same with advances in technology, digital media, and other innovations.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
4.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	4.CR.1.1 Improvise movement based on multiple dance elements.
	4.CR.1.2 Create dance phrases incorporating abstraction of everyday movement to fulfill a given choreographic form.
	4.CR.1.3 Depict the spatial relationships between two or more dancers in a dance phrase by drawing a picture or using symbols.
4.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	4.CR.2.1 Adapt a dance sequence by changing the spatial relationships between dancers.
	4.CR.2.2 Identify how to responsibly use resources for online access of dance and musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
4.PR.1 Perform dance works from a variety of styles, cultures, and genres.	4.PR.1.1 Set personal goals for improving dance performance based on instructor and peer feedback.
	4.PR.1.2 Demonstrate technical skills with stamina and coordination.
	4.PR.1.3 Demonstrate focus when performing short dance phrases.
4.PR.2 Develop dance presentations.	4.PR.2.1 Compare themes, topics, or music choices for a small group performance with support.
	4.PR.2.2 Explain how safe and respectful behavior varies based on the dance setting and cultural context.
	4.PR.2.3 Compare a variety of production elements that strengthen the artistic intent and audience experience.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
4.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	4.RE.1.1 Describe dance phrases that exemplify multiple elements of dance.
	4.RE.1.2 Compare a personal interpretation of a dance with the interpretation of peers.
4.RE.2 Evaluate dance works using content-specific vocabulary.	4.RE.2.1 Contrast personal preferences for performing and viewing dance with those of peers.
	4.RE.2.2 Evaluate dances using established criteria to provide feedback for self and others.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards
Fifth Grade Dance

Note on Numbering: 5 - Fifth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
5.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	5.CN.1.1 Describe styles and dancers who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in the United States.
	5.CN.1.2 Compare dance skills and processes with those of other arts disciplines.
	5.CN.1.3 Apply strategies to address anatomical and psychological challenges encountered by dancers.
5.CN.2 Explore advancements in the field of dance.	5.CN.2.1 Identify the characteristics and behaviors of dancers that connect to college, career, and post-secondary skills.
	5.CN.2.2 Give examples of choreographic works or artists that were innovative for their time.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
5.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	5.CR.1.1 Improvise movement to fulfill a simple movement score using one or more dance elements.
	5.CR.1.2 Create short dances using basic choreographic forms that communicate abstract ideas.
	5.CR.1.3 Depict the movement qualities in a dance phrase by drawing a picture, writing, or using symbols.
5.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	5.CR.2.1 Adapt a dance sequence by changing the movement qualities.
	5.CR.2.2 Cite artists correctly when using or adapting their original dance or musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
5.PR.1 Perform dance works from a variety of styles, cultures, and genres.	5.PR.1.1 Integrate personal goals and instructor and peer feedback to improve dance performance.
	5.PR.1.2 Demonstrate technical skills with muscular strength, flexibility, stamina, and coordination.
	5.PR.1.3 Demonstrate focus when performing extended dance phrases.
5.PR.2 Develop dance presentations.	5.PR.2.1 Compare themes, topics, and music choices for a whole class dance performance.
	5.PR.2.2 Demonstrate safe and respectful behaviors when performing and observing dance within the appropriate cultural context.
	5.PR.2.3 Select production elements that strengthen the artistic intent and audience experience.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
5.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	5.RE.1.1 Identify the elements of dance observed in a choreographic work.
	5.RE.1.2 Describe alternative meanings that could be interpreted from the same choreographic work.
5.RE.2 Evaluate dance works using content-specific vocabulary.	5.RE.2.1 Identify aspects of a dance that align and contrast with personal preference.
	5.RE.2.2 Generate criteria to provide feedback for self and others.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards Sixth Grade Dance

Note on Numbering: 6 - Sixth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
6.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	6.CN.1.1 Explain how dance expresses and reflects the values of civilizations around the world.
	6.CN.1.2 Explain how skills and concepts from other content areas inform the development of ideas in dance.
	6.CN.1.3 Name anatomical alignment concerns and psychological stressors encountered by dancers.
6.CN.2 Explore advancements in the field of dance.	6.CN.2.1 Identify the dance skills, characteristics, and behaviors that contribute to success in dance-related careers.
	6.CN.2.2 Identify the uses of digital media in a variety of dance performances.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
6.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	6.CR.1.1 Improvise movement using multiple dance elements in response to musical or verbal cues.
	6.CR.1.2 Create a short dance or dance sequence using abstracted movement that has a beginning, middle, and end.
	6.CR.1.3 Plan an original dance sequence using pictures or symbols, writing, or media technology.
6.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	6.CR.2.1 Adapt a dance phrase by changing the tempo of movement.
	6.CR.2.2 Describe how fair use, copyright, public domain, open source, and creative commons affect the ability of dancers to produce dance, including musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
6.PR.1 Perform dance works from a variety of styles, cultures, and genres.	6.PR.1.1 Analyze how self-assessment, instructor feedback, and peer feedback is used to refine dance performance.
	6.PR.1.2 Demonstrate technical skills with muscular strength, alignment, flexibility, stamina, and coordination.
	6.PR.1.3 Demonstrate clarity of movement and movement qualities with guidance.
6.PR.2 Develop dance presentations.	6.PR.2.1 Compare themes, topics, or music choices for a group performance.
	6.PR.2.2 Demonstrate safe and respectful behaviors for various cultural contexts as a dance class participant, performer, and observer with guidance.
	6.PR.2.3 Identify a variety of production elements in various situations, using production terminology.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
6.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	6.RE.1.1 Identify the elements of dance observed in various genres of dance.
	6.RE.1.2 Identify multiple meanings for choreographic works, citing evidence.
6.RE.2 Evaluate dance works using content-specific vocabulary.	6.RE.2.1 Explain how personal preferences for dance develop with increased exposure.
	6.RE.2.2 Identify strengths and areas for improvement based on established criteria when viewing dance performance and choreography.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards Seventh Grade Dance

Note on Numbering: 7 - Seventh Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
7.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	7.CN.1.1 Analyze how individuals and groups of dancers have influenced various cultures.
	7.CN.1.2 Identify dance skills and processes that are both a part of, and can be applied to, academic study and daily life.
	7.CN.1.3 Evaluate strategies to improve anatomical alignment and decrease psychological stressors encountered by dancers.
7.CN.2 Explore advancements in the field of dance.	7.CN.2.1 Identify dance skills, characteristics, and behaviors that contribute to success in post-secondary education and career readiness.
	7.CN.2.2 Describe the use of digital media in a variety of dance performances.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
7.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	7.CR.1.1 Improvise movement in response to cues from a partner or group.
	7.CR.1.2 Create dance phrases using selected sequences of abstract movement and simple choreographic forms.
	7.CR.1.3 Document an original dance sequence using pictures or symbols, writing, or media technology.
7.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	7.CR.2.1 Adapt a dance phrase by changing the dynamics of the movement.
	7.CR.2.2 Identify the legal and ethical issues for creating dance inspired by the ideas of others.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
7.PR.1 Perform dance works from a variety of styles, cultures, and genres.	7.PR.1.1 Use feedback from peers, instructors, and self to refine dance performance quality.
	7.PR.1.2 Embody technical dance skills with muscular strength, alignment, flexibility, stamina, and coordination.
	7.PR.1.3 Demonstrate clarity of movement and movement qualities.
7.PR.2 Develop dance presentations.	7.PR.2.1 Develop a relevant theme or topic, including music selection, for a group performance.
	7.PR.2.2 Identify the expected safe and respectful behaviors for participants, performers, and observers in various cultural contexts.
	7.PR.2.3 Compare a variety of possible production elements that would strengthen the artistic intent of a dance, using production terminology.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
7.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	7.RE.1.1 Explain how the elements of dance are used in various dance genres.
	7.RE.1.2 Describe how personal experiences and perspectives influence interpretations of dance works.
7.RE.2 Evaluate dance works using content-specific vocabulary.	7.RE.2.1 Explain how personal preferences for dance change when considering multiple viewpoints.
	7.RE.2.2 Identify strengths and areas for improvement based on student-generated criteria when viewing dance performance and choreography.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards
Eighth Grade Dance

Note on Numbering: 8 - Eighth Grade

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
8.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	8.CN.1.1 Identify the influence of North Carolinian styles and dancers on the broader dance community.
	8.CN.1.2 Explain how dance skills and processes can be applied to solve a variety of problems in academic study and daily life.
	8.CN.1.3 Demonstrate effective strategies to increase anatomical awareness and limit psychological stressors encountered by dancers.
8.CN.2 Explore advancements in the field of dance.	8.CN.2.1 Explain how creativity in dance relates to post-secondary, college, and career readiness.
	8.CN.2.2 Compare effective uses of technology in enhancing dance performances.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
8.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	8.CR.1.1 Improvise movement using multiple dance elements to fulfill a movement score.
	8.CR.1.2 Organize dance phrases into simple dances using a variety of choreographic forms.
	8.CR.1.3 Reconstruct a given dance sequence documented in pictures, symbols, writing, or media technology.
8.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	8.CR.2.1 Adapt a dance phrase by changing one dance element.
	8.CR.2.2 Explain how to share works of dance, including musical accompaniments, legally and ethically in both physical and digital spaces.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
8.PR.1 Perform dance works from a variety of styles, cultures, and genres.	8.PR.1.1 Integrate self-assessment, instructor, and peer feedback in the process of refining dance performance.
	8.PR.1.2 Execute technical skills with precision using muscular strength, alignment, flexibility, stamina, and coordination.
	8.PR.1.3 Refine clarity of movement and movement qualities.
8.PR.2 Develop dance presentations.	8.PR.2.1 Refine a relevant theme, topic, or music for a group performance.
	8.PR.2.2 Demonstrate safe and respectful behaviors for various cultural contexts as a dance participant, performer, and observer.
	8.PR.2.3 Design a production element that would strengthen the artistic intent of a dance performed in various situations, using production terminology.

RESPOND RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
8.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	8.RE.1.1 Explain how the elements of dance and choreographic forms are used in various genres of dance.
	8.RE.1.2 Compare meanings interpreted from dance with the original artistic intent inferred from contextual information.
8.RE.2 Evaluate dance works using content-specific vocabulary.	8.RE.2.1 Explain how personal preferences for dance are influenced by experience, culture, and media.
	8.RE.2.2 Provide guidance for the improvement of a dance performance using established criteria.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards **Beginning Dance**

Note on Numbering: B - High School Beginning

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Beginning Dance standards are designed for students with no or limited K-8 progression in Dance education.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
B.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	B.CN.1.1 Describe how the emergence of dance as an art form has influenced society.
	B.CN.1.2 Apply concepts from other content areas to support the creation and performance of dance.
	B.CN.1.3 Identify activities that promote anatomical awareness and psychological health for dancers.
B.CN.2 Explore advancements in the field of dance.	B.CN.2.1 Explain how creativity in dance relates to post-secondary, college, and career readiness.
	B.CN.2.2 Describe the technological developments and contemporary media used in dance and production.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
B.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	B.CR.1.1 Improvise extended movement sequences using a movement score.
	B.CR.1.2 Generate original and abstracted movements that vary the use of dance elements.
	B.CR.1.3 Plan a dance phrase using pictures or symbols, writing, or media technology.
B.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	B.CR.2.1 Adapt a dance phrase by changing multiple dance elements.
	B.CR.2.2 Compare artistic adaptation, appropriation, fair use, copyright, public domain, open source, and creative commons in dance, including the musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
B.PR.1 Perform dance works from a variety of styles, cultures, and genres.	B.PR.1.1 Compare self, peer, and instructor assessment to refine personal and group performance in dance.
	B.PR.1.2 Execute technical skills with muscular strength, alignment, flexibility, stamina, coordination, kinesthetic awareness, and proprioception.
	B.PR.1.3 Demonstrate projection through use of facial expression, movement quality, and physical investment when dancing.
B.PR.2 Develop dance presentations.	B.PR.2.1 Identify criteria for a relevant theme, topic, or musical selection for a class performance.
	B.PR.2.2 Demonstrate safe and respectful behaviors for a variety of dance roles, settings, and cultural contexts.
	B.PR.2.3 Summarize the possible production elements that could strengthen the artistic intent of a dance performed in various situations.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
B.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	B.RE.1.1 Contrast the elements of dance and choreographic forms used in various dance genres.
	B.RE.1.2 Interpret meaning from choreographic works, given the historical and cultural context of the dance or style.
B.RE.2 Evaluate dance works using content-specific vocabulary.	B.RE.2.1 Describe how personal and cultural influences affect the way dance is viewed and critiqued.
	B.RE.2.2 Provide detailed feedback for performance and choreography using established criteria and supporting evidence.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards Intermediate Dance

Note on Numbering: I - High School Intermediate

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Intermediate High School Dance standards are designed for those students who have had a complete K-8 progression in Dance education or who have achieved beginning level high school standards and objectives.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
I.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	I.CN.1.1 Explain how dance trends, styles, and dancers are impacted by societal, cultural, and historical events.
	I.CN.1.2 Apply skills and knowledge gained from other academic areas or personal experiences to solve creative challenges.
	I.CN.1.3 Identify effective strategies for recognizing and preventing anatomical and psychological health issues that affect dancers.
I.CN.2 Explore advancements in the field of dance.	I.CN.2.1 Compare the advantages and disadvantages of dance as a vocational, educational, and professional choice.
	I.CN.2.2 Describe resources and tools used to innovate in the areas of dance and production.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
I.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	I.CR.1.1 Improvise extended movement sequences using a variety of sources as inspiration.
	I.CR.1.2 Create dance phrases that use a variety of forms to fulfill choreographic intent.
	I.CR.1.3 Document an original dance phrase using pictures or symbols, writing, or media technology.
I.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	I.CR.2.1 Adapt a dance by creating a phrase based on a key element from a significant dance work.
	I.CR.2.2 Evaluate the ethics of making, producing, and distributing both original dance and dances inspired by the ideas of others, including the musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
I.PR.1 Perform dance works from a variety of styles, cultures, and genres.	I.PR.1.1 Apply self, peer, and instructor assessment to refine personal and group performance in dance.
	I.PR.1.2 Execute technical skills with kinesthetic awareness and proprioception in extended dance phrases.
	I.PR.1.3 Demonstrate the values of clarity, focus, and projection when dancing.
I.PR.2 Develop dance presentations.	I.PR.2.1 Develop a relevant theme or topic, including music selection, for a solo, duet, or group performance.
	I.PR.2.2 Self-evaluate the use of safe and respectful behaviors in a variety of dance roles, settings, and cultural contexts.
	I.PR.2.3 Identify designs for the production elements of a performance that would strengthen the artistic intent of a dance.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
I.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	I.RE.1.1 Compare the elements of dance and choreographic forms used in various dance genres.
	I.RE.1.2 Interpret multiple meanings from choreographic works, given the historic and cultural context of the dance or style.
I.RE.2 Evaluate dance works using content-specific vocabulary.	I.RE.2.1 Compare how personal and cultural influences affect the way dance is viewed and critiqued.
	I.RE.2.2 Provide detailed feedback for performance and choreography using established criteria, supporting evidence, and artistic intent.



NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards **Accomplished Dance**

Note on Numbering: AC - High School Accomplished

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Accomplished Dance standards are designed for those students who have achieved intermediate level high school standards for Dance education.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
AC.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	AC.CN.1.1 Analyze the development of dance throughout historical time periods.
	AC.CN.1.2 Evaluate how skills honed in dance strengthen work in other academic or professional domains.
	AC.CN.1.3 Develop a plan for preventing, monitoring, and overcoming anatomical and psychological health issues that affect dancers.
AC.CN.2 Explore advancements in the field of dance.	AC.CN.2.1 Compare the differing requirements necessary to pursue various careers in dance.
	AC.CN.2.2 Analyze the impact of contemporary media on the innovative creation and documentation of dance.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
AC.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	AC.CR.1.1 Improvise a solo based on a movement concept using a self-determined movement score.
	AC.CR.1.2 Create a solo using relevant movement choices and choreographic principles, forms, and processes to fulfill choreographic intent.
	AC.CR.1.3 Reconstruct a given dance phrase documented in pictures, symbols, writing, or media technology.
AC.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	AC.CR.2.1 Adapt a significant dance work by identifying a key element to maintain and another to modify.
	AC.CR.2.2 Compare how parody, adaptation, and artificial intelligence relate to copyright and fair use of dance and musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
AC.PR.1 Perform dance works from a variety of styles, cultures, and genres.	AC.PR.1.1 Integrate feedback from a variety of sources to enhance dance performance when dancing alone.
	AC.PR.1.2 Refine technical skills with kinesthetic awareness and proprioception during extended dance phrases.
	AC.PR.1.3 Use performance values of clarity, focus, and projection to express ideas.
AC.PR.2 Develop dance presentations.	AC.PR.2.1 Refine a relevant theme, topic, or musical selection for a live or recorded solo, duet, or small group performance.
	AC.PR.2.2 Determine expected audience and performer behaviors that are appropriate for the cultural context when creating formal or informal performances.
	AC.PR.2.3 Design the production elements that would be necessary to fulfill the artistic intent of a solo, duet, or small group dance.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
AC.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	AC.RE.1.1 Compare the use of elements of dance in different interpretations of the same choreographic work.
	AC.RE.1.2 Justify meaning interpreted from choreographic works based on personal, historical, and cultural contexts.
AC.RE.2 Evaluate dance works using content-specific vocabulary.	AC.RE.2.1 Identify moments of kinesthetic empathy when viewing dance.
	AC.RE.2.2 Provide detailed feedback for performance and choreography using student-generated criteria.

NORTH CAROLINA STANDARD COURSE OF STUDY

K-12 Dance

North Carolina Arts Education Standards Advanced Dance

Note on Numbering: AD - High School Advanced

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, accomplished, and advanced (9-12). Advanced High School Dance standards are designed for those students who have achieved accomplished level high school standards for Dance education.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
AD.CN.1 Relate dance ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	AD.CN.1.1 Analyze how the global expansion of dance from the 19th century to the present impacts both current and future dance trends, styles, and artists.
	AD.CN.1.2 Analyze the interdisciplinary connections inherent in dance creation and performance and their relevance across different fields.
	AD.CN.1.3 Develop a plan to help others prevent, monitor, and overcome anatomical and psychological health issues that affect dancers.
AD.CN.2 Explore advancements in the field of dance.	AD.CN.2.1 Identify the training, skills, and plan of action necessary for success in a selected career in dance.
	AD.CN.2.2 Analyze emerging innovations and technologies in the dance field.

CREATE	
CR - Conceive and develop new artistic ideas and work individually or collaboratively.	
Standard	Objectives
AD.CR.1 Create original dance movements and works that communicate ideas, experiences, feelings, or images, independently and collaboratively.	AD.CR.1.1 Improvise with a partner or group using a co-determined movement score.
	AD.CR.1.2 Create a dance for a partner or group using relevant movement choices; choreographic principles, forms, or processes; and production elements to fulfill choreographic intent.
	AD.CR.1.3 Document an aspect of an original choreographic work using pictures or symbols, writing, or a form of media technology.
AD.CR.2 Adapt original dance ideas and works, and those of peers and other artists, independently and collaboratively.	AD.CR.2.1 Adapt a significant dance work by identifying multiple key elements to maintain and others to modify.
	AD.CR.2.2 Explain how to gain the legal right to use another artist's choreography or musical accompaniment.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
AD.PR.1 Perform dance works from a variety of styles, cultures, and genres.	AD.PR.1.1 Integrate feedback from a variety of sources to enhance dance performance while dancing alone and with others.
	AD.PR.1.2 Regulate endurance, kinesthetic awareness, and proprioception when refining dance technique to enhance performance.
	AD.PR.1.3 Refine performance values of clarity, focus, and projection to express ideas.
AD.PR.2 Develop dance presentations.	AD.PR.2.1 Refine a relevant theme or topic, including music selection, for a live or recorded group performance.
	AD.PR.2.2 Design strategies to encourage audience and performer behaviors appropriate for the cultural context when creating formal or informal performances.
	AD.PR.2.3 Design the production elements that would be necessary to fulfill the artistic intent of a group dance.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
AD.RE.1 Analyze dance from a variety of styles, cultures, and genres using content-specific vocabulary.	AD.RE.1.1 Compare the use of elements of dance within different sections of the same choreographic work.
	AD.RE.1.2 Describe how dancers and choreographers make creative decisions to convey intent.
AD.RE.2 Evaluate dance works using content-specific vocabulary.	AD.RE.2.1 Explain how kinesthetic empathy influences the way individuals experience and critique dance.
	AD.RE.2.2 Provide detailed feedback for performance and choreography considering the cultural context and stated artistic intent of the work.