

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

**Arts Education Essential Standards Crosswalk: DANCE**  
**A Document to Assist With the Transition From the**  
**2005 *Standard Course of Study* to the 2010 *Essential Standards***

**I. Arts Education Essential Standards Overview:**

- The *North Carolina Arts Education Essential Standards* provide a comprehensive framework for each of the arts disciplines (dance, music, theatre arts, and visual arts) in the public schools.
- The *Arts Education Essential Standards* for Dance, Music, Theatre Arts, and Visual Arts are organized by strands such that each grade level and high school proficiency level includes Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs). These components are specific and vary for each arts discipline.
- Content and skills that are not limited to particular materials or methodology, but that can be delivered through multiple approaches and materials, are described through the Essential Standards and Clarifying Objectives for each area.
- Sample Assessment Prototypes provide additional clarification of the Clarifying Objectives and illustrate ways that these objectives *might* be assessed in the classroom.
- Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

**II. Intent:**

The intent of the *Arts Education Essential Standards*, along with the *National Standards for Arts Education*, is for each student to gain a comprehensive understanding of one or more of the arts throughout the K-12 program. Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing and/or completing a concentration in studies to prepare them for further education and/or a career in the arts. Students should know and be able to do the following by the time they have completed secondary school:

- **Communicate at a basic level in the four arts disciplines:** dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- **Communicate proficiently in at least one art form,** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- **Develop and present basic analyses of works of art** from structural, historical, and cultural perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- **Recognize and appreciate exemplary works of art** from a variety of cultures and historical periods, and have a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- **Relate various arts concepts, skills, and processes within and across disciplines,** which includes understanding the arts in relation to other subject areas and making connections in a variety of settings, in and outside of school.

**III. Strands:** The *Arts Education Essential Standards* are organized by strands, which provide common threads of understanding that cut across all grade levels for each arts education discipline. The 2010 Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs) are organized by strands as follows:

<b>DANCE</b>	<b>MUSIC</b>	<b>THEATRE ARTS</b>	<b>VISUAL ARTS</b>
Creation and Performance	Musical Literacy	Communication	Visual Literacy
Dance Movement Skills	Musical Response	Analysis	Contextual Relevancy
Responding	Contextual Relevancy	Aesthetics	Critical Response
Connecting		Culture	

#### IV. Arts Education Essential Standards Overview:

The chart that follows illustrates the Essential Standards identified for each arts education discipline. These standards are organized within strands and aligned with between two to five clarifying objectives per standard. Assessment Prototypes are aligned with each Clarifying Objective to provide *samples* for how the objectives might be implemented and assessed in the classroom.

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS
Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.	Use movement, voice, and writing to communicate ideas and feelings.	Use the language of visual arts to communicate effectively.
Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	Interpret the sound and symbol systems of music.	Use performance to communicate ideas and feelings.	Apply creative and critical thinking skills to artistic expression.
Understand how to use movement skills in dance.	Create music using a variety of sound and notational sources.	Analyze literary texts and performances.	Create art using a variety of tools, media, and processes safely and appropriately.
Use a variety of thinking skills to analyze and evaluate dance.	Understand the interacting elements to respond to music and music performances.	Understand how to design technical theatre components such as costumes, sets, props, makeup, lighting, and sound.	Understand the global, historical, societal, and cultural contexts of the visual arts.
Understand cultural, historical, and interdisciplinary connections with dance.	Understand global, interdisciplinary, and 21st century connections with music.	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	Understand the interdisciplinary connections and life applications of the visual arts.
		Understand the traditions, roles, and unique conventions of theatre	Use critical analysis to generate responses to a variety of prompts.

		as an art form.	
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**V. Alignment of Competency Goals of the *Standard Course of Study (2005)* with the new *Essential Standards (2010)*:**

The chart that follows illustrates the alignment of the 2005 Competency Goals with the new Essential Standards.

<b>DANCE Standard Course of Study (2005)</b>	<b>DANCE Essential Standards (2010)</b>
	<i>*Note on Essential Standards Numbering/Strands: Creation and Performance (CP), Dance Movement Skills (DM), Responding (R), Connecting (C)</i>
<b>COMPETENCY GOAL 1:</b> The learner will identify and demonstrate elements and skills in dance. (National Standard 1)	<b>CP.2:</b> Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.  <b>DM.1:</b> Understand how to use movement skills in dance.
<b>COMPETENCY GOAL 2:</b> The learner will understand choreographic principles, processes, and structures. (National Standard 2)	<b>CP.1:</b> Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.
<b>COMPETENCY GOAL 3:</b> The learner will understand that dance can create and communicate meaning. (National Standard 3)	<b>CP.1:</b> Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.  <b>C.1:</b> Understand cultural, historical, and interdisciplinary connections with dance.
<b>COMPETENCY GOAL 4:</b> The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)	<b>R.1:</b> Use a variety of thinking skills to analyze and evaluate dance.
<b>COMPETENCY GOAL 5:</b> The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)	<b>C.1:</b> Understand cultural, historical, and interdisciplinary connections with dance.
<b>COMPETENCY GOAL 6:</b> The learner will make connections between dance and healthful living. (National Standard 6)	<b>CP.2:</b> Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.  <b>DM.1:</b> Understand how to use movement skills in dance.
<b>COMPETENCY GOAL 7:</b> The learner will make connections between dance and other content areas. (National Standard 7)	<b>C.1:</b> Understand cultural, historical, and interdisciplinary connections with dance.
<b>COMPETENCY GOAL 8:</b> The learner will understand dance as an art form with a range of opportunities for involvement.	

**VI. Alignment of the new *Essential Standards (2010)* with Competency Goals of the *Standard Course of Study (2005)*:**

The chart that follows illustrates the alignment of the new *Arts Education Essential Standards* with the 2005 Competency Goals.

<b>Essential Standards (2010)</b>	<b>Standard Course of Study (2005)</b>
<p><i>*Note on Essential Standards Numbering/Strands: Creation and Performance (CP), Dance Movement Skills (DM), Responding (R), Connecting (C)</i></p>	
<p><b>Strand: Creation and Performance - Essential Standard 1:</b></p> <p><b>CP.1:</b> Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</p>	<p><b>COMPETENCY GOAL 2:</b> The learner will understand choreographic principles, processes, and structures. (National Standard 2)</p> <p><b>COMPETENCY GOAL 3:</b> The learner will understand that dance can create and communicate meaning. (National Standard 3)</p>
<p><b>Strand: Creation and Performance - Essential Standard 2:</b></p> <p><b>CP.2:</b> Understand how to use performance values (kinesthetic awareness, concentration, focus and etiquette) to enhance dance performance.</p>	<p><b>COMPETENCY GOAL 6:</b> The learner will make connections between dance and healthful living. (National Standard 6)</p>
<p><b>Strand: Dance Movement Skills - Essential Standard 1:</b></p> <p><b>DM.1:</b> Understand how to use movement skills in dance.</p>	<p><b>COMPETENCY GOAL 1:</b> The learner will identify and demonstrate elements and skills in dance. (National Standard 1)</p>
<p><b>Strand: Responding - Essential Standard 1:</b></p> <p><b>R.1:</b> Use a variety of thinking skills to analyze and evaluate dance.</p>	<p><b>COMPETENCY GOAL 4:</b> The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)</p>
<p><b>Strand: Connecting - Essential Standard 1:</b></p> <p><b>C.1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p>	<p><b>COMPETENCY GOAL 3:</b> The learner will understand that dance can create and communicate meaning. (National Standard 3)</p> <p><b>COMPETENCY GOAL 5:</b> The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)</p> <p><b>COMPETENCY GOAL 6:</b> The learner will make connections between dance and healthful living. (National Standard 6)</p> <p><b>COMPETENCY GOAL 7:</b> The learner will make connections between dance and other content areas. (National Standard 7)</p>

**COMPETENCY GOAL 8:** The learner will understand dance as an art form with a range of opportunities for involvement.

**VII. Alignment of the new *Essential Standards (2010)* with existing National Standards:**

The *Arts Education Essential Standards* incorporate the *National Standards for Arts Education*, which were developed by the Consortium of National Arts Education Associations in 1994, as part of the standards movement defining what every young American should know and be able to do in the arts. The more recent *National Standards for Learning and Teaching Dance in the Arts*, from the National Dance Education Organization (2005), as well as research in each of the arts disciplines, other state standards, and international resources, were used in the development of these standards.

**Alignment with National Standards for Dance**

*\*Note: This chart illustrates the primary alignments with the national content standards; additional alignments with content standards and performance indicators occur across the Essential Standards, Clarifying Objectives, and Assessment Prototypes.*

<b>NC Essential Standards (2010)</b>	<b>National Dance Association (1994)</b>	<b>National Dance Education Organization (2005)</b>
CP.1: Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	(2) Understanding choreographic principles, processes, and structures (3) Understanding dance as a way to create and communicate meaning	(2) Creating: Express ideas, experiences, feelings and images in original and artistic dance (4) Interconnecting
CP.2: Understand how to use performance values (kinesthetic awareness, concentration, focus and etiquette) to enhance dance performance.	(6) Making connections between dance and healthful living (1) Identifying and demonstrating movement elements and skills in performing dance	(1) Performing: Execute original or existing artistic dance movement or works of art using elements and skills of dance (4) Interconnecting
DM.1: Understand how to use movement skills in dance.	↓	↓
R.1: Use a variety of thinking skills to analyze and evaluate dance.	(4) Applying and demonstrating critical and creative thinking skills in dance	(3) Responding: Demonstrate critical and analytic thinking skills in the artistic response to dance. (4) Interconnecting
C.1: Understand cultural, historical, and interdisciplinary connections with dance.	(3) Understanding dance as a way to create and communicate meaning (5) Demonstrating and understanding dance in various cultures and historical periods (6) Making connections between dance and healthful living (7) Making connections between dance and	(4) Interconnecting: Relate and transfer ideas, meanings, and experiences from other disciplines and areas of knowledge to dance and movement experiences.

	other disciplines	
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**VIII. 21<sup>st</sup> Century Skills:** The *Arts Education Essential Standards* (2010) were filtered through *The Framework for 21<sup>st</sup> Century Skills* (<http://www.21stcenturyskills.org>). Components of the Framework are infused throughout the Essential Standards, Clarifying Objectives, and Assessment Prototypes of new Essential Standards. The table that follows illustrates ONE sample alignment with each component of the Framework.

<b>21<sup>st</sup> Century Skills Framework</b>	
<b>ES Alignment</b>	<b>Core Subjects</b> (as identified in the federal Elementary and Secondary Education Act and adopted by the Partnership for 21 <sup>st</sup> Century Skills in the <i>Framework for 21<sup>st</sup> Century Skills</i> ).
<p><b>Strand:</b> Connecting</p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>7.C.1.2:</b> Exemplify connections between dance and concepts in other curricular areas.</p>	<ul style="list-style-type: none"> <li>● English, Reading, or Language Arts</li> <li>● World languages</li> <li>● Arts</li> <li>● Mathematics</li> <li>● Economics</li> <li>● Science</li> <li>● Geography</li> <li>● History</li> <li>● Government and Civics</li> </ul> <p><i>Note: Connections with core subjects are interwoven throughout the Arts Education. This chart illustrates just one sample alignment for dance.</i></p>
<b>ES Alignment</b>	<b>21<sup>st</sup> Century Themes</b>
<p><b>Strand:</b> Connecting</p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>2.C.1.1:</b> Exemplify dance representing the heritage, customs, and traditions of various cultures.</p>	<p><b>Global Awareness</b></p> <p><i>Note: Connections with global awareness are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.</i></p>

<p><b>Strand:</b> Connecting</p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>8.C.1.4:</b> Explain the implications of career pathways and economic considerations when selecting careers in dance.</p>	<p><b>Financial, Economic, Business &amp; Entrepreneurial Literacy</b></p> <p><i>Note: Connections with financial, economic, business and entrepreneurial literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.</i></p>
<p><b>Strand:</b> Connecting</p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>I.C.1.1:</b> Use dance to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).</p>	<p><b>Civic Literacy</b></p> <p><i>Note: Connections with civic literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.</i></p>
<p><b>Strand:</b> Connecting</p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>7.C.1.3:</b> Explain how to promote health, physical safety, and reduced risk of injury through dance.</p>	<p><b>Health Literacy</b></p> <p><i>Note: Connections with health literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.</i></p>
<p><b>Strand:</b> Creation and Performance</p> <p><b>Essential Standard CP1:</b> Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</p> <p><b>A.CP.1.5:</b> Create dance for performance based on ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance.</p>	<p><b>Environmental Literacy</b></p> <p><i>Note: Connections with environmental literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance. Many COs could be used to explore, communicate about, or make use of environmental resources through the creation of dance.</i></p>

<b>ES Alignment</b>	<b>21<sup>st</sup> Century Skills</b>
<p><b>Strand:</b> Creation and Performance</p> <p><b>Essential Standard CP1:</b> Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</p> <p><b>4.CP.1.4:</b> Understand how different strategies for problem solving in dance generate different outcomes.</p>	<p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-Solving</li> <li>• Communication and Collaboration</li> </ul> <p><i>Note: Connections with learning and innovation skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.</i></p>
<p><b>Strand: Connecting</b></p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>A.C.1.3:</b> Use a variety of resources to facilitate dance research.</p>	<p><b>Information, Media, and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT (Information, Communications, &amp; Technology) Literacy</li> </ul> <p><i>Note: Connections with information, media, and technology skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.</i></p>
<p><b>Strand:</b> Connecting</p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>A.C.1.5:</b> Identify skills and qualities leading to success in the dance field and in life such as responsibility, adaptability, organization, communication, project management and time management.</p>	<p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul> <p><i>Note: Connections with life and career skills are interwoven</i></p>

throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for dance.

**IX. Verbs:** The new *Arts Education Essential Standards* (2010) use Revised Bloom’s Taxonomy (RBT) verbs that are consistent across disciplines and which assist the teacher and learner with understanding the specific standards-based outcomes identified for each of the Essential Standards and Clarifying Objectives. The chart that follows shows the categories and processes of the Cognitive Process Dimension of Revised Bloom’s Taxonomy. These are the verbs used in the Essential Standards.

The Cognitive Process Dimension Categories: Revised Bloom’s Taxonomy					
<b>Remember</b> – retrieve relevant knowledge from long-term memory	<b>Understand</b> – Construct meaning from instructional messages, including oral, written, and graphic communication	<b>Apply</b> – Carry out or use a procedure in a given situation	<b>Analyze</b> – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	<b>Evaluate</b> – Make judgments based on criteria and standards	<b>Create</b> – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
<b>Recognize</b> <ul style="list-style-type: none"> <li>Identify</li> </ul> <b>Recall</b> <ul style="list-style-type: none"> <li>Retrieve</li> </ul>	<b>Interpret</b> <ul style="list-style-type: none"> <li>Clarify</li> <li>Paraphrase</li> <li>Represent</li> <li>Translate</li> </ul> <b>Exemplify</b> <ul style="list-style-type: none"> <li>Illustrate</li> <li>Instantiate</li> </ul> <b>Classify</b> <ul style="list-style-type: none"> <li>Categorize</li> <li>Subsume</li> </ul> <b>Summarize</b> <ul style="list-style-type: none"> <li>Abstract</li> <li>Generalize</li> </ul> <b>Infer</b> <ul style="list-style-type: none"> <li>Conclude</li> <li>Extrapolate</li> <li>Interpolate</li> <li>Predict</li> </ul> <b>Compare</b> <ul style="list-style-type: none"> <li>Contrast</li> <li>Map</li> <li>Match</li> </ul> <b>Explain</b>	<b>Execute</b> <ul style="list-style-type: none"> <li>Carry Out</li> </ul> <b>Implement</b> <ul style="list-style-type: none"> <li>Use</li> </ul>	<b>Differentiate</b> <ul style="list-style-type: none"> <li>Discriminate</li> <li>Distinguish</li> <li>Focus</li> <li>Select</li> </ul> <b>Organize</b> <ul style="list-style-type: none"> <li>Find coherence</li> <li>Integrate</li> <li>Outline</li> <li>Parse</li> <li>Structure</li> </ul> <b>Attribute</b> <ul style="list-style-type: none"> <li>Deconstruct</li> </ul>	<b>Check</b> <ul style="list-style-type: none"> <li>Coordinate</li> <li>Detect</li> <li>Monitor</li> <li>Test</li> </ul> <b>Critique</b> <ul style="list-style-type: none"> <li>Judge</li> </ul>	<b>Generate</b> <ul style="list-style-type: none"> <li>Hypothesize</li> </ul> <b>Plan</b> <ul style="list-style-type: none"> <li>Design</li> </ul> <b>Produce</b> <ul style="list-style-type: none"> <li>Construct</li> </ul>

	<ul style="list-style-type: none"> <li>Construct (models)</li> </ul>				
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The following is a middle grades example of Clarifying Objectives across several Strands using RBT verbs:

<b>Essential Standards (2010) – Grade 6</b>	
<p><b>6.CP.1.1:</b> <u>Understand</u> the role of improvisation in choreography.</p> <p><b>6.CP.1.2:</b> <u>Create</u> short dances that have a beginning, middle, and end, and vary the use of the dance elements.</p> <p><b>6.CP.1.3:</b> <u>Use</u> abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images.</p> <p><b>6.DM.1.2:</b> <u>Compare</u> qualities within the elements of time, space, weight, and flow in dance.</p> <p><b>6.DM.1.3:</b> <u>Execute</u> technical skills from a variety of dance forms.</p> <p><b>6.DM.1.4:</b> <u>Analyze</u> the components of time in dance.</p> <p><b>6.R.1.2:</b> <u>Interpret</u> the meanings of dances created by peers and others.</p>	

**X. Objectives:** The *Arts Education Essential Standards (2010)* focus on learning objectives rather than activities. The activities associated with the objectives become Assessment Prototypes (APs). The following is a middle grades example of an Essential Standard (C1), with a Clarifying Objective (6.C.1.3) and Assessment Prototype (AP) which illustrates *one way* that the objective might be implemented and assessed in the classroom.

<b>Essential Standards (2010) – Grade 6</b>	
<p><b>Strand: Connecting</b></p> <p><b>Essential Standard C1:</b> Understand cultural, historical, and interdisciplinary connections with dance.</p> <p><b>6.C.1.3:</b> Understand how dance promotes health and physical well-being.</p> <p><b>AP:</b> Students discuss the ways dance can help them stay physically active and healthy, the importance of warm ups, and injury prevention and proper alignment.</p> <p>Evaluate students' ability to explain how dance promotes health and physical well-being.</p>	

**XI. Concepts and Skills:** The Essential Standards (2010) have a focus on concepts and skills in relationship to those concepts. The following is a middle grades example of this focus on concepts and the related skills.

<b>Essential Standards (2010) – Grade 6</b>
<p><b>Essential Standard CP1: Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</b></p> <p><b>6.CP.1.3:</b> Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images.</p>

**XII. Assessment Prototypes:** The *Standard Course of Study* (2005) does not include assessment exemplars with the standards. Assessment examples and tools are available in teacher handbooks (support documents) for each arts discipline. The new *Essential Standards* (2010) include Assessment Prototypes (APs) aligned with each Clarifying Objective (CO). The APs provide a sample of *one way* in which the CO might be implemented. The following table illustrates sample APs for each grade span (elementary, middle grades, and high school).

<b>Essential Standards (2010)</b>		
<b>Strand: Responding</b>	<b>Strand: Connecting</b>	<b>Strand: Creation and Performance</b>
<b>Essential Standard R1: Use a variety of thinking skills to analyze and evaluate dance.</b>	<b>Essential Standard C1: Understand cultural, historical, and interdisciplinary connections with dance.</b>	<b>Essential Standard CP1: Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.</b>
<b>5<sup>th</sup> Grade Dance</b>	<b>7<sup>th</sup> Grade Dance</b>	<b>Proficient High School Dance</b>
<b>5.R.1.1:</b> Analyze the relationship between elements when observing dance.	<b>7.C.1.2:</b> Exemplify connections between dance and concepts in other curricular areas.	<b>P.CP.1.1:</b> Create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria.
<b>AP:</b> After creating and performing dance sequences in groups, students reflect within their groups on their performance by responding to teacher provided prompts that analyze the relationship between dance elements such as “How did your group’s use of time affect the use of space in your dance phrase?” or “How did your group’s use of energy affect your movement selection?”.	<b>AP:</b> (Science): Students study how the function of bones and/or muscles of the human body relate to dance. Create a dance sequence that focuses on specific bones and/ or muscles.  Evaluate students’ ability to identify the functions of bones/ muscles and demonstrate that knowledge through movement choices in their created dance	<b>AP:</b> Students experiment with the concepts of shape, space, time, and energy using contact improvisation to create new movement designs, spatial configuration, dynamics, and rhythms. Explore sharing weight, partnering, “playing” with weight, and discovering unpredictable outcomes. Use this exploration as source material to guide the creation of a dance.

sequences.

Evaluate student's ability to analyze the relationships among the dance elements.

Evaluate the degree to which the students meet the identified criteria in the creation of their dances.

**XIII. History and Culture:** The *Arts Education Essential Standards* (2010) have common clarifying objectives (K-12) relating to History and Culture that are aligned with Social Studies content.

<b>Essential Standards (2010)</b>			
<b>Arts Education Common Clarifying Objectives relating to History and Culture (aligned with Social Studies content)</b>			
<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	
Use (dance, music, theatre arts, visual arts) to illustrate how people express themselves differently.	Recognize how (dance, music, theatre arts, visual arts) are used in customs and traditions of various cultures.	Exemplify (dances, music, theatrical works, visual arts works) representing the heritage, customs, and traditions of various cultures.	
<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	
Exemplify how (dance, music, theatre arts, visual arts) are used by various groups for artistic expression within the local community.	Understand how (dance, music, theatre arts, visual arts) has affected, and is reflected in, the culture, traditions, and history of North Carolina.	Understand how (dance, music, theatre arts, visual arts) has affected, and are reflected in, the culture, traditions, and history of the United States.	
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	
Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).	Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.	Understand the role of (dance, music, theatre arts, visual arts) in North Carolina and the United States in relation to history and geography.	
<b>HIGH SCHOOL</b>			
<b>Beginning</b>	<b>Intermediate</b>	<b>Proficient</b>	<b>Advanced</b>
Use (dance, music, theatre arts, visual arts) to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.  <i>(AP may include examples of concepts such as civilization, revolution,</i>	Use (dance, music, theatre arts, visual arts) to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	Understand the role of (dance, music, theatre arts, visual arts) in United States history as a means of interpreting past eras within an historical context.	Interpret (dance, music, theatre arts, visual arts) from personal, cultural, and historical contexts.

government, economics, war, stability, movement, technology, etc.)			
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**XIV. Organization:** The *Essential Standards* (2010) communicate what students should know and be able to do as a result of instruction at each grade level (K-8) or proficiency level: beginning, intermediate, proficient, and advanced (9-12). Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding the arts, experiences and learning must occur in a sequential manner.

Standard Course of Study (2005)	Essential Standards (2010)
Organized grade-by-grade (K-8) and course-by-course (9-12)	Organized grade-by-grade (K-8) and by proficiency level (9-12)

**Example of High School Proficiency Levels (Beginning through Advanced):**

<b>Strand: Dance Movement Skills</b>			
<b>Essential Standard DM1: Understand how to use movement skills in dance.</b>			
<b>Beginning</b> (No or limited K-8 education)	<b>Intermediate</b> (for students who have had a complete K-8 progression or who have achieved Beginning level standards)	<b>Proficient</b>	<b>Advanced</b>
<b>B.DM.1.2:</b> Use time, space, weight, and flow in performing dance.	<b>I.DM.1.2:</b> Compare the following pairs of concepts: bound and free flow, strong and light weight, sudden and sustained time, and direct and indirect space.	<b>P.DM.1.2:</b> Discriminate between qualities of space, time, weight, and flow in dance sequences.	<b>A.DM.1.2:</b> Integrate the use of time, space, weight, and effort in dance.
<b>AP:</b> Students perform four dance phrases, each demonstrating the following contrasting qualities sudden and sustained use of time; strong and light use of weight; direct and indirect use of space; bound and free flow.  Evaluate students' accuracy and clarity of the demonstrated qualities.	<b>AP:</b> Students perform a teacher-generated dance sequence combining direct and indirect use of space, sudden and sustained use of time, and strong and light use of weight.  Evaluate students' clarity and distinction between the combined contrasting qualities within the sequence.	<b>AP:</b> Students learn dance sequences designed to challenge students' to make distinctions among musicality, use of space, appropriate timing and dynamics, and vary the use of space, time, weight, and flow.  Evaluate the degree to which students' accurately demonstrate the variations of dance movement	<b>AP:</b> Students show through a formal or informal performance of a complete dance the ability to integrate time, weight, space, and effort.  Evaluate students' integration of time, weight, space, and effort based on fluidity and ease of transitions between differing qualities.

qualities within a given dance sequence.

**XV. High School Sequence:** The sequence of objectives at the high school level in the *Standard Course of Study* (2005) was limited to levels I-IV and one or two additional courses to encompass special topics, general, or all other electives. The sequence of objectives at the high school level in the *Essential Standards* (2010) is organized by proficiency level, rather than by course, so the standards may be implemented in a variety of course settings. The Beginning Standards are for students without K-8 or with limited K-8 education; Intermediate standards are for those students who have received a complete K-8 progression. The standards continue through the Proficient and Advanced levels. Students may pursue coursework from beginning through advanced levels of learning in multiple courses within each arts education discipline.



