North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

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

K-12 Dance ● Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at: http://www.ncpublicschools.org/acre/standards/phase2/.

Note on Numbering: **K-8** - Grade Level

B-Beginning High School Standards   **I** - Intermediate High School Standards

P - Proficient High School Standards   **A**-Advanced High School Standards

Note on Strands: **CP-** Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Note: The study of dance is cumulative and sequential to include learning from previous levels. 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. A student's entry into a specific high school proficiency level will be based upon his/her student profile or prior experiences in dance.   Students who have received a complete K-8 sequence, or following completion of Beginning level standards, will enter the Intermediate level standards.

K-2 Creation and Performance (CP)

Essential Standard	Kindergarten	1st Grade	2nd Grade
CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	K.CP.1.1: Identify components of the elements of dance movement (body, time, space, energy). K.CP.1.2: Execute spontaneous movement during improvisational explorations. K.CP.1.3: Understand that dance has a beginning, middle, and end. K.CP.1.4: Create dance movement to represent words, ideas, experiences, and feelings.	1.CP.1.1: Create dance movement using elements of movement (body, time, space, energy). 1.CP.1.2: Compare spontaneous movement (improvisation) and planned movement (choreography). 1.CP.1.3: Construct dance phrases which illustrate beginning, middle, and ending. 1.CP.1.4: Create movement that expresses words, ideas, experiences, and feelings.	2.CP.1.1: Use basic elements of movement to generate short dance phrases. 2.CP.1.2: Use teacher-led improvisation in the process of creating dance phrases. 2.CP.1.3: Create dance phrases with simple patterns. 2.CP.1.4: Create dance phrases that express words, ideas, experiences, and feelings.
CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	K.CP.2.1: Understand how to control body and voice in personal and general space. K.CP.2.2: Recognize that concentration is an important part of dance. K.CP.2.3: Identify improvements made in dance based on teacher feedback.	1.CP.2.1: Use body and voice control in personal and general space. 1.CP.2.2: Exemplify concentration during dance explorations. 1.CP.2.3: Understand how teacher feedback can be used to improve dance.	2.CP.2.1: Understand how to be respectful of self and others in a dance setting. 2.CP.2.2: Use concentration and focus during dance explorations. 2.CP.2.3: Use teacher and peer feedback to improve dance.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades K-2 Unpacking (What does this mean a child will know and be able to do?)

The Creation and Performance Strand

Creation and Performance are two processes through which dance occurs.

Creating refers to exploring, improvising, composing, or choreographing dance, often to express ideas, feelings, or stories. Creation relies on the skills of the student to invent dance movement using the dance elements of time, space, and energy.

Performing refers to presenting or demonstrating, either informally or formally, a process that calls upon the technical, expressive, and interpretive skills of the learner. Performing is the actual execution of dance movement using the dance elements, which may occur with or without observers, alone, or in a group.

Essential Standards

There are two Essential Standards (CP.1 and CP.2) in the Creation and Performance Strand for Dance:

- CP.1 requires students to use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. At the early elementary level, students should be able to recognize and use basic elements of movement including body, time, space, and energy. Through the creative process, they use exploration and teacher-led improvisation to combine the dance elements into dance phrases. For example, students may create movements that contrast sudden and sustained time and use levels, facings, and directions to create shapes, movements, and pathways. Students explore applying different types of energy to movement, such as movement that is light, like "petting a kitten," or movement that is indirect, "as though you could see everything around you." Students learn the difference between spontaneous movement (improvisation) and planned movement (choreography). Students also apply sequencing skills to construct dance phrases (for example, they may be asked to create a movement "sentence") which illustrate beginning, middle, and ending. They are able to create dance phrases with simple patterns, such as, "high shape, skip in a circle, melt, balance, repeat." Just as students use voice or writing for communication, they also use their bodies to create dance phrases that express words, ideas, experiences, and feelings. An example of this is when students are asked to create movement that illustrates shapes, actions, and/or qualities identified in a nursery rhyme, short poem, or folk song.

- CP.2 focuses on the use of performance values, including kinesthetic awareness, concentration, focus, and etiquette, to enhance dance performance. At the early elementary level, students demonstrate respect, self-control, concentration, and focus while moving in personal and general space in a variety of dance settings. For example, students may participate in teacher-led improvisational explorations focusing on the use of the dance element "space." Students explore a variety of specified pathways through space while maintaining focus, concentration, and control of their personal space, body, and voice. Students learn to use teacher and peer feedback to improve dance. For example, students may use a teacher-generated framework to create a short movement phrase, then partner to observe a peer's movement phrase. Each partner gives one positive comment for the fellow performer and then offers one movement suggestion for the peer to include

in the phrase. They revise the dance to incorporate one another's feedback.

Note: Many young children are creatively uninhibited and tend to be eager to perform their accomplishments in front of a willing audience. It is the creative process that encourages students to share, analyze, and evaluate their own work and the work of others. At the early elementary level, an informal sharing is a developmentally appropriate performance experience for young children. An informative performance, or "informance," may be used to illustrate the process for how students arrive at the product or performance as a result of instruction.

3-5 Creation and Performance (CP)

Essential Standard	3rd Grade	4th Grade	5th Grade
CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	3.CP.1.1: Create simple dance sequences by combining dance phrases. 3.CP.1.2: Use teacher-led improvisation to expand movement possibilities for creating dance sequences. 3.CP.1.3: Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.	4.CP.1.1: Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements. 4.CP.1.2: Use independent and/or cooperative skills to improvise and create dance. 4.CP.1.3: Create short dance sequences that communicate ideas, experiences, feelings, images, or stories. 4.CP.1.4: Understand how different strategies for problem solving in dance lead to different outcomes.	5.CP.1.1: Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements. 5.CP.1.2: Use collaborative skills to improvise and create dance. 5.CP.1.3: Create short dances that communicate abstract ideas. 5.CP.1.4: Generate strategies for problem solving in dance.
CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	3.CP.2.1: Use safe and respectful movement practices in the dance setting. 3.CP.2.2: Understand how use of concentration enhances performance. 3.CP.2.3: Use teacher and peer feedback to refine performance quality in dance.	4.CP.2.1: Use control of body, voice, and focus necessary for effective participation in dance. 4.CP.2.2: Use concentration and focus to perform short dance sequences. 4.CP.2.3: Identify personal goals to improve performance quality in dance.	5.CP.2.1: Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance. 5.CP.2.2: Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences. 5.CP.2.3: Monitor personal goals to improve performance quality in dance.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 3-5 Unpacking (What does this mean a child will know and be able to do?)

The Creation and Performance Strand

Creation and Performance are two processes through which dance occurs.

Creating refers to exploring, improvising, composing, or choreographing dance, often to express ideas, feelings, or stories. Creation relies on the skills of the student to invent dance movement using the dance elements of time, space, and energy.

Performing refers to presenting or demonstrating, either informally or formally, a process that calls upon the technical, expressive, and interpretive skills of the learner. Performing is the actual execution of dance movement using the dance elements, which may occur with or without observers, alone, or in a group.

Essential Standards

There are two Essential Standards (CP.1 and CP.2) in the Creation and Performance Strand for Dance:

- CP.1 requires students to use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. At the upper elementary level, students organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements. For example, students may create three dance phrases that use a common movement vocabulary (such as run, turn, make a shape, melt) but vary time, space, and energy and then organize the phrases into a dance sequence. Students use simple choreographic forms and structures (musical, literary, or visual). Independent, cooperative, collaborative, and problem-solving skills are integral to improvising and creating dance. Beginning with a familiar, existing dance phrase, students may manipulate the phrase based on a particular choreographic structure (timing, order, spacing, etc.) to come up with new and different outcomes, while adapting to new problems that emerge as part of the process. Students create short dance sequences that communicate ideas, experiences, feelings, images, or stories, as well as abstract ideas. For example, students may identify multiple movement possibilities within an abstract idea, such as love and hate.

- CP.2 focuses on the use of performance values, including kinesthetic awareness, concentration, focus, and etiquette, to enhance dance performance. At the upper elementary level, students should be able to use kinesthetic awareness, control of body and voice, concentration, and focus in individual and group settings in dance. They use teacher and peer feedback and monitor personal goals to improve performance quality. Students illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing, in dance movement**.** They use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique. They maintain a sense of body shape while moving and in stillness, and they integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions. They can distinguish between duple and triple meter and reproduce dance movement phrases using rhythmic patterns from various meters. They use a variety of spatial designs and relationships with clarity and intent.

Note: At the upper elementary level, students continue to create, perform, analyze, and evaluate their work, and begin to understand dance as

an art form. Presentation of dance is a natural outcome in the study of dance. Presentations may take place in the form of informal sharing within the classroom for partners, small groups, the whole class, or in the form of informal or formal stage presentations for a larger audience. The learning experience is the focus of these presentations, even though a final product may be produced. "Informances" may illustrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, and help children to build confidence and pride in their work.

6-8 Creation and Performance (CP)

Essential Standard	6th Grade	7th Grade	8th Grade
CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	6.CP.1.1: Understand the role of improvisation in choreography. Create short dances that have a beginning, middle, and end, and that vary the use of the dance elements. 6.CP.1.3: Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images. 6.CP.1.4: Use collaborative and cooperative skills to contribute constructively to the creation of dance.	7.CP.1.1: Explain a variety of approaches to choreography. 7.CP.1.2: Create dances that use simple choreographic forms and structures (musical, literary, or visual), fulfill choreographic intent, and meet aesthetic criteria. 7.CP.1.3: Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images, or stories. 7.CP.1.4: Generate solutions to technical or structural movement problems in the creative process.	8.CP.1.1: Use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances. 8.CP.1.2: Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer. 8.CP.1.3: Organize dance sequences into simple dances that communicate ideas, experiences, feeling, images, or stories. 8.CP.1.4: Use reflection and discussion to revise choreography.
CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	6.CP.2.1: Use safe and respectful behaviors as a dance class participant. 6.CP.2.2: Use concentration and focus while dancing. 6.CP.2.3: Understand how self-assessment, teacher feedback, and peer feedback can be used to refine dance performance.	7.CP.2.1: Use safe and respectful behaviors as a dance class participant. 7.CP.2.2: Use clarity, concentration, and focus while dancing. 7.CP.2.3: Use self-assessment, teacher feedback, and peer feedback to refine dance performance quality.	8.CP.2.1: Use safe and respectful behaviors as a dance class participant. 8.CP.2.2: Integrate the use of clarity, concentration, and focus while dancing.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 6-8 Unpacking (What does this mean a child will know and be able to do?)

The Creation and Performance Strand
Creation and Performance are two processes through which dance occurs.

Creating refers to exploring, improvising, composing, or choreographing dance, often to express ideas, feelings, or stories. Creation relies on the skills of the student to invent dance movement using the dance elements of time, space, and energy.

Performing refers to presenting or demonstrating, either informally or formally, a process that calls upon the technical, expressive, and interpretive skills of the learner. Performing is the actual execution of dance movement using the dance elements, which may occur with or without observers, alone, or in a group.

Essential Standards

There are two Essential Standards (CP.1 and CP.2) in the Creation and Performance Strand for Dance:

- CP.1 requires students to use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. At the middle grades level, students use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances. For example, they may use a source for inspiration, such as a literary selection, short piece of music, or piece of artwork, to create dance. They create dances that fulfill aesthetic criteria, use variety in the elements of dance, show artistic form, and communicate the intent of the choreographer. They organize dance sequences into simple dances that communicate ideas, experiences, feelings, images, or stories. For example, students may work collaboratively to identify central images, ideas, or feelings from a story that can be "translated" into movement. Using the process of abstraction/movement manipulation, they create a short dance. The dance does not need to "tell" the story but should embody the main ideas. Students may share the dance and the original story idea with peers and explain how they developed the dance from this idea. Peer reflection and discussion is used to revise choreography and generate solutions to technical or structural movement problems within the creative process.

- CP.2 focuses on the use of performance values, including kinesthetic awareness, concentration, focus, and etiquette, to enhance dance performance. At the middle grades level, students should be able to use safe and respectful behaviors and integrate the use of clarity, concentration, and focus while dancing. Students may use a teacher-generated checklist to assess their use of clarity, concentration, and focus while performing selected dance sequences in class. Sample items for the checklist may include: clarity between movement and stillness, clear distinction between movement qualities, use of purposeful or indirect movement, and identified focus for dance sequences. Students also integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance. One way that this might occur is for students to maintain a journal of suggestions for improvement based on personal reflections and feedback from peers and the teacher, and use this information to improve performance quality.

Note: Presentation of work is a natural outcome and students will have many opportunities to demonstrate their learning in dance at the middle grades level. Performances should not be the major emphasis in the dance class, but rather a culmination of the process of creating dance. The use of "informances" to demonstrate the process for how students arrive at a performance as a result of instruction is appropriate at this level. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students build confidence and pride in their work. Performances also help foster an appreciation of dance as an art form and as a form of non-verbal communication.

High School Creation and Performance (CP)

Essential Standard	Beginning	Intermediate	Proficient	Advanced
CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	B.CP.1.1: Generate abstracted movement to communicate ideas, experiences, feelings, or images. B.CP.1.2: Create dance sequences that vary the use of dance elements, use simple choreographic structures, and use choreographic principles to fulfill choreographic intent. B.CP.1.3: Understand the role of improvisation in creating dance choreography. B.CP.1.4: Use collaborative and cooperative skills to contribute constructively to the creation of dance.	I.CP.1.1: Create dances that vary the use of dance elements and use simple choreographic principles and structures to fulfill choreographic intent. I.CP.1.2: Create dances that use a variety of forms (such as AB, ABA, canon, rondo, theme and variation, retrograde, chance) for organizational structure. I.CP.1.3: Generate aesthetic criteria for creating and evaluating dance. I.CP.1.4: Generate components of a creative process for choreographing and presenting dance. I.CP.1.5: Analyze the impact of theatrical elements (lighting, sound, setting, costumes, props and make-up) on choreography to communicate meaning in dance.	P.CP.1.1: Create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria. P.CP.1.2: Analyze musical compositions and structural forms as a basis for choreographing dances. P.CP.1.3: Use aesthetic criteria to evaluate and revise choreography. P.CP.1.4: Use a defined creative process to plan, create, revise, and present dance. P.CP.1.5: Analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances.	A.CP.1.1: Create dances using appropriate movement choices; choreographic principles, structures, and processes; and production elements to fulfill choreographic intent and meet aesthetic criteria. A.CP.1.2: Create dance based on an analysis of movement choices and structural forms used in a variety of significant American dance works. A.CP.1.3: Monitor the use of personal aesthetic criteria to guide the creative process in dance. A.CP.1.4: Generate innovative solutions to movement problems with personal choreography and the choreography of others. A.CP.1.5: Create dance for performance based on ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance.

Creation and Performance (CP)

Essential Standard	Beginning	Intermediate	Proficient	Advanced
CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	B.CP.2.1: Use appropriate behaviors and etiquette while observing, creating, and performing dance. B.CP.2.2: Understand the impact of performance values of clarity, concentration, focus, and projection on dance performance. B.CP.2.3: Understand how self-assessment, teacher, and peer feedback can be used to refine dance performance.	I.CP.2.1: Use consistently appropriate dance behaviors and etiquette as a dancer, performer, choreographer, and observer. I.CP.2.2: Use performance values of clarity, concentration, focus, and projection to enhance dance performance. I.CP.2.3: Compare teacher and self-assessment to refine personal performance in dance.	P.CP.2.1: Distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles (such as dancer, performer, choreographer, and observer) to enhance the performance experience. P.CP.2.2: Monitor the use of performance values to enhance dance performance while dancing alone and with others. P.CP.2.3: Monitor teacher, peer, and self-assessments to refine personal performance in dance.	A.CP.2.1: Monitor appropriate behaviors and etiquette in a variety of dance roles (dancer, performer, choreographer, and observer) in order to maintain a positive and supportive environment. A.CP.2.2: Integrate performance values when creating and performing dance. A.CP.2.3: Evaluate personal performance in dance using feedback from a variety of sources.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking (What does this mean a child will know and be able to do?)

The Creation and Performance Strand

Creation and Performance are two processes through which dance occurs.

Creating refers to exploring, improvising, composing, or choreographing dance, often to express ideas, feelings, or stories. Creation relies on the skills of the student to invent dance movement using the dance elements of time, space, and energy.

Performing refers to presenting or demonstrating, either informally or formally, a process that calls upon the technical, expressive, and interpretive skills of the learner. Performing is the actual execution of dance movement using the dance elements, which may occur with or without observers, alone, or in a group.

Essential Standards

There are two Essential Standards (CP.1 and CP.2) in the Creation and Performance Strand for Dance:

- CP.1 requires students to use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. At the high school level, students should be able to create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria. For example, students may select a literary work as a basis for choreographic intent. With a partner or small group, they create a short dance focusing on the dance elements of body and energy, the choreographic principles of unity and repetition, and the choreographic structure of the literary work. They create dances that use a variety of forms (such as AB, ABA, canon, rondo, theme and variation, retrograde, chance) for organizational structure and analyze musical compositions and structural forms as a basis for choreographing dances. Students create dance based on an analysis of movement choices and structural forms used in a variety of significant American dance works. For example, students may analyze works by an American choreographer, identifying significant elements of the choreographer's creative approach (such as subject matter, movement choice, use of accompaniment, dance form, etc.), and then create a new dance using significant elements of the selected choreographer's approach. Students use aesthetic criteria to evaluate and revise choreography, generate innovative solutions to movement problems, and analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances. Students create dance for performance based on ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance. For example, students may create a dance that clearly communicates a personal insight or belief. All creative choices (movement selection, choreographic principles and processes, and technical elements) are clearly guided by the choreographer's intent and aesthetic perspective.

- CP.2 focuses on the use of performance values, including kinesthetic awareness, concentration, focus, and etiquette, to enhance dance performance. At the high school level, students should be able to monitor appropriate behaviors and etiquette in a variety of dance roles (dancer, performer, choreographer, and observer). They integrate performance values of clarity, concentration, focus, and projection when

creating and performing dance and evaluate personal performance in dance using feedback from a variety of sources. For example, students may self-monitor appropriate behaviors and etiquette in a variety of roles in order to maintain a positive environment for free and fair exchange of peer support, suggestions, experimentation, and feedback to encourage innovative solutions to a variety of choreographic concerns.

Note: Presentation of work is a natural outcome in the study of dance and performances are a culmination of the process of creating dance. The use of "informances" to demonstrate the process for how students arrive at a performance as a result of instruction is also appropriate at this level. Performing is a learning experience that helps students define the roles of performers and audience members, teaches students to respond to and critique dance appropriately, and helps students build confidence and pride in their work. Performances also help foster an appreciation of dance as an art form and as a form of non-verbal communication.

Dance Movement Skills (DM)

Essential Standard	Kindergarten	1st Grade	2nd Grade
DM.1 Understand how to use movement skills in dance.	K.DM.1.1: Illustrate the difference between whole body movement and isolation of body parts. K.DM.1.2: Discriminate between moving and stillness. K.DM.1.3: Recognize basic locomotor and non-locomotor (axial) movements. K.DM.1.4: Use the element of time (tempo) in movement. K.DM.1.5: Use directions, levels, and pathways in general space.	1.DM.1.1: Identify body parts, their range of motion, and use of body center. 1.DM.1.2: Execute a variety of body shapes. 1.DM.1.3: Contrast basic locomotor and non-locomotor (axial) movements. 1.DM.1.4: Understand use of beat, meter, and duration in dance movement. 1.DM.1.5: Illustrate directions, levels, and pathways in general space.	2.DM.1.1: Exemplify isolation of body parts and use of body center. 2.DM.1.2: Illustrate a variety of body shapes in space. 2.DM.1.3: Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases. 2.DM.1.4: Recognize examples of simple rhythms and patterns in movement. 2.DM.1.5: Exemplify a variety of directions, levels, and pathways in general space.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades K-2 Unpacking (What does this mean a child will know and be able to do?)

The Dance Movement Skills Strand

Dance Movement Skills include breathing, non-locomotor/axial movement, locomotor movement, technical skills, and sequencing to perform dance.

Essential Standards

There is one Essential Standard in the Dance Movement Skills Strand for Dance (DM.1).

- DM.1 requires students to understand how to use movement skills in dance. At the early elementary level, students should be able to exemplify isolation of body parts and use of body center. For example, students perform a short sequence of isolated body movements while holding the core of the body still. They can illustrate a variety of body shapes in space and demonstrate locomotor and non-locomotor (axial) movements in performing dance phrases. For example, students may explore body shapes such as curved, straight, and angular, using body parts and the whole body, as well as shapes that use symmetry, asymmetry, positive space, and negative space. Students demonstrate basic locomotor, movements such as run, skip, hop, jump, roll, gallop, and walk; and, basic axial movements, such as, twist, bend, pivot, stretch, melt, and rise. They illustrate the element of time (tempo) including beat, meter, and duration in dance movement and recognize examples of simple rhythms and patterns in movement. Students use a variety of directions, levels, and pathways when dancing in general space. For example, students may explore pathways with changes of direction and level while travelling through space, such as curved, angular, high, middle, low, forward, sideways, and backward.

Dance Movement Skills (DM)

Essential Standard	3rd Grade	4th Grade	5th Grade
DM.1 Understand how to use movement skills in dance.	3.DM.1.1: Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement. 3.DM.1.2: Use transitions between multiple body shapes. 3.DM.1.3: Exemplify dance quality in performing locomotor and non-locomotor (axial) movement. 3.DM.1.4: Recall dance movement phrases containing rhythmic patterns in various meters. 3.DM.1.5: Understand a variety of spatial designs and relationships used in dance.	4.DM.1.1: Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement. 4.DM.1.2: Illustrate a variety of ways to use shapes. 4.DM.1.3: Execute locomotor and non-locomotor (axial) movement with clarity and intent. 4.DM.1.4: Differentiate between duple and triple meter. 4.DM.1.5: Execute a variety of group spatial designs and relationships while dancing.	5.DM.1.1: Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique. 5.DM.1.2: Exemplify how to maintain a sense of body shape while moving and in stillness. 5.DM.1.3: Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions. 5.DM.1.4: Illustrate phrasing in a selected piece of music using dance movement. 5.DM.1.5: Use a variety of spatial designs and relationships with clarity and intent while dancing.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 3-5 Unpacking (What does this mean a child will know and be able to do?)

The Dance Movement Skills Strand

Dance Movement Skills include breathing, non-locomotor/axial movement, locomotor movement, technical skills, and sequencing to perform dance.

Essential Standards

There is one Essential Standard in the Dance Movement Skills Strand for Dance (DM.1).

- DM.1 requires students to understand how to use movement skills in dance. At the upper elementary level, students should be able to illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing**.** For example, students may learn how to safely perform the following movements in dance: balance on a narrow base of support (such as one foot or a hip), safely fall to the floor, prepare for and land from jumps using plié, use heel-ball-toe articulation for leaving the floor and toe-ball-heel foot articulation while landing jumps, and use parallel and turnout with proper hip, knee, and ankle alignment. Students use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique. For example, students may participate in basic warm-up sequences and stretches that include skills such as three-step turn, quarter, and half turns, and grande jeté. They exemplify how to maintain a sense of body shape while moving and in stillness and can integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions. For example, students make shapes that are still (frozen), have a part that moves in place (axial), and travel (using locomotor movement). Students are able to reproduce dance movement phrases containing rhythmic patterns in various meters and can differentiate between duple and triple meter. Students use a variety of spatial designs and relationships with clarity and intent. For example, students may learn or create a dance sequence based on a specific idea (intent) that involves pathways and group formations.

Dance Movement Skills (DM)

Essential Standard	6th Grade	7th Grade	8th Grade
DM.1 Understand how to use movement skills in dance.	6.DM.1.1: Understand the purpose of beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination. 6.DM.1.2: Compare qualities within the elements of time, space, weight, and flow in dance. 6.DM.1.3: Execute technical skills from a variety of dance forms. 6.DM.1.4: Analyze the components of time in dance.	7.DM.1.1: Understand how dance technique uses anatomical concepts of alignment, strength, and range of motion. 7.DM.1.2: Apply the effort qualities of time, space, weight, and flow in dance. 7.DM.1.3: Apply technical skills from a variety of dance traditions. 7.DM.1.4: Use breath to facilitate movement in dancing.	8.DM.1.1: Apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement. 8.DM.1.2: Apply combinations of time, space, weight, and flow in dance. 8.DM.1.3: Execute technical skills in dance. 8.DM.1.4: Integrate breath support to facilitate and clarify movement.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

6-8 Grades Unpacking (What does this mean a child will know and be able to do?)

The Dance Movement Skills Strand

Dance Movement Skills include breathing, non-locomotor/axial movement, locomotor movement, technical skills, and sequencing to perform dance.

Essential Standards

There is one Essential Standard in the Dance Movement Skills Strand for Dance (DM.1).

- DM.1 requires students to understand how to use movement skills in dance. At the middle grades level, students should be able to explain beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination. For example, students may perform teacher-generated movement sequences that demonstrate use of center and core muscle strength; articulation of the feet; correct alignment of lower body, torso, shoulder girdle, arms, head, and neck in stillness; foot, knee, hip alignment in elevations and landing; turnout and parallel positions originating from the hip joint; and weight shift. Students explain how dance technique uses anatomical concepts of alignment, strength, and range of motion. They apply their knowledge of anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement. Students are able to apply combinations of time, space, weight, and flow in dance. For example, students may explore and distinguish between the following contrasting effort qualities: sudden and sustained use of time, strong and light use of weight, direct and indirect use of space, and bound and free flow. Students may explore Laban's Eight Effort Actions (flick, press, glide, dab, slash, punch, float, wring) and create a sequence using all basic effort actions. Students execute technical skills from a variety of forms and traditions in dance. For example, students may perform teacher-taught phrases and sequences using skills from at least two of the following: African, ballet, contemporary, jazz, or hip hop. Students analyze the components of time in dance, such as analyzing the rhythm and meter in a 32-count piece of music and creating movement that aligns with the rhythm. Students **i**ntegrate breath support to facilitate and clarify movement.

Dance Movement Skills (DM)

Essential Standard	Beginning	Intermediate	Proficient	Advanced
DM.1 Understand how to use movement skills in dance.	B.DM.1.1: Use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. B.DM.1.2: Use time, space, weight, and flow in performing dance. B.DM.1.3: Execute technical skills from a variety of dance forms. B.DM.1.4: Use breath to facilitate dance movement.	I.DM.1.1: Understand how anatomical concepts can be used to improve alignment, balance, strength, flexibility, and endurance in dance. I.DM.1.2: Compare the following pairs of concepts: bound and free flow, strong and light weight, sudden and sustained time, and direct and indirect space. I.DM.1.3: Apply technical skills from a variety of dance forms to enhance performance. I.DM.1.4: Apply breath support to movement and phrasing.	P.DM.1.1: Execute the integration of anatomy, body organization, and body skills in dance. P.DM.1.2: Discriminate between qualities of space, time, weight, and flow in dance sequences. P.DM.1.3: Understand how articulation of movement and the use of movement vocabulary from a variety of sources support the development of dance technique. P.DM.1.4: Integrate breath support into movement, phrasing, and expression.	A.DM.1.1: Use dynamic alignment, articulation of movement, and aesthetic criteria to refine dance movement. A.DM.1.2: Integrate the use of time, space, weight, and effort in dance. A.DM.1.3: Monitor the use of anatomy, body organization, body skills, and dance technique to refine dance performance. A.DM.1.4: Integrate breath, articulation, and weight shift while dancing.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking (What does this mean a child will know and be able to do?)

The Dance Movement Skills Strand

Dance Movement Skills include breathing, non-locomotor/axial movement, locomotor movement, technical skills, and sequencing to perform dance.

Essential Standards

There is one Essential Standard in the Dance Movement Skills Strand for Dance (DM.1).

- DM.1 requires students to understand how to use movement skills in dance. At the high school level, students should be able to integrate anatomy, body organization, and body skills in dance. Students may learn the bones and major muscles of the human body and apply knowledge of range of motion to specific movements, such as use of rotator muscles to improve turnout; use of abdominal muscles to improve alignment (support of the spine); use of spine regions to improve release in spinal movement; knowledge of the skeletal foot to understand and improve tendu (follow through needed for jumps and leaps); and flexibility of hamstrings for extensions. Students use dynamic alignment, articulation of movement, and aesthetic criteria to refine dance movement and integrate the use of time, space, weight, and effort in dance. For example, students may 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. Students apply technical skills from a variety of dance forms to enhance performance. For example, students may perform the following skills during movement phrases and sequences, using movement from more than one dance form: swings, falls, releases, balances, multiple turns (at different levels in space), extensions, leaps (jumps and other elevations), isolations (contractions), and oppositional movements. Students reflect on how use of movement from different dance forms enhances dance technique. Students understand how articulation of movement and the use of movement vocabulary from a variety of sources support the development of dance technique. They monitor the use of anatomy, body organization, body skills, and dance technique to refine dance performance and integrate breath, articulation, and weight shift while dancing. For example, students may work to develop "somatic" (internally felt) awareness while performing dance skills, sequences or dances that include: swings, falls, releases, balances, multiple turns (at different levels in space), extensions, leaps (jumps and other elevations), isolations (contractions), and oppositional movements. On a periodic basis, students reflect on how somatic awareness enhances their performance of dance technique.

Responding (R)

Essential Standard	Kindergarten	1st Grade	2nd Grade
R.1 Use a variety of thinking skills to analyze and evaluate dance.	K.R.1.1: Identify examples of movement skills and elements observed in dance performed by peers. K.R.1.2: Interpret the meaning of various dance movements and dances.	1.R.1.1: Explain movement skills and elements observed in dances performed by peers. 1.R.1.2: Understand how responses to dance can be used to represent feelings and opinions.	2.R.1.1: Distinguish movement skills and elements observed in significant dance works. 2.R.1.2: Use words or images to describe possible meanings observed in dance.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades K-2 Unpacking (What does this mean a child will know and be able to do?)

The Responding Strand

Responding refers to reacting, either in writing, verbally, kinesthetically, or through other modalities or combinations of modalities, to dance. Response requires the use of skills such as observing, describing, analyzing, critiquing, and evaluating dance. Responses may be a combination of physical, intellectual, or emotional reactions to dance that is observed or performed.

Essential Standards

There is one Essential Standard in the Responding Strand for Dance (R.1):

- R.1 requires students to use a variety of thinking skills to analyze and evaluate dance. At the early elementary level, students should be able to distinguish movement skills and elements observed in dances performed by peers and in significant dance works. For example, students may watch a short video selection of a significant dance appropriate for young audiences, identify examples of movement elements, demonstrate at least one of them, and describe which element it represents. They can interpret the meaning of various dance movements and dances. For example, students may observe dance movement performed by the teacher, and in response to teacher prompts, state what they saw, liked, or felt in response to the movement, such as, "It looked scary," or, "It was fast and then slow." Students use words or images to describe possible meanings observed in dance. For example, students may watch a short video selection of dance and share what they think the dance "means" through writing or by using pictures. Include prompts such as "What did you see that makes you say/draw/write that?" or "What do you think is the most important thing to remember about this dance?"

Responding (R)

Essential Standard	3rd Grade	4th Grade	5th Grade
R.1 Use a variety of thinking skills to analyze and evaluate dance.	3.R.1.1: Compare movement elements (body, space, time, energy) observed in dance. 3.R.1.2: Identify examples of movement skills and elements observed in dance from one's own and different cultures.	4.R.1.1: Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance. 4.R.1.2: Explain how personal perspective influences interpretations of dance.	5.R.1.1: Analyze the relationship between dance elements when observing dance. 5.R.1.2: Illustrate the roles and responsibilities of the viewer in interpreting dances.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 3-5 Unpacking (What does this mean a child will know and be able to do?)

The Responding Strand

Responding refers to reacting, either in writing, verbally, kinesthetically, or through other modalities or combinations of modalities, to dance. Response requires the use of skills such as observing, describing, analyzing, critiquing, and evaluating dance. Responses may be a combination of physical, intellectual, or emotional reactions to dance that is observed or performed.

Essential Standards

There is one Essential Standard in the Responding Strand for Dance (R.1):

- R.1 requires students to use a variety of thinking skills to analyze and evaluate dance. At the upper elementary level, students use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance. For example, students may demonstrate their knowledge of dance vocabulary by using correct words to describe what they observed while critiquing a dance performance. For instance, "That group's use of symmetrical pathways made it look organized," or "The timing was in unison." They analyze the relationships among elements when observing dance. For example, after creating and performing dance sequences in groups, students may reflect within their groups on their performance by responding to teacher-provided prompts that analyze the relationship among 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?" Students can explain how personal perspective influences interpretations of dance. Students use different aesthetic criteria for evaluating dances. For example, students may create a list of criteria for "what makes a good dance" and apply this list of criteria to evaluate dances from three different cultures.

Responding (R)			
Essential Standard	6th Grade	7th Grade	8th Grade
R.1 Use a variety of thinking skills to analyze and evaluate dance.	6.R.1.1: Analyze the relationship between dance elements when observing dance. 6.R.1.2: Interpret the meanings of dances created by peers and others.	7.R.1.1: Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance. 7.R.1.2: Understand how personal experiences and perspectives influence interpretations of dance.	8.R.1.1: Use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance. 8.R.1.2: Use multiple perspectives and criteria in evaluating dances.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 6-8 Unpacking (What does this mean a child will know and be able to do?)

The Responding Strand

Responding refers to reacting, either in writing, verbally, kinesthetically, or through other modalities or combinations of modalities, to dance. Response requires the use of skills such as observing, describing, analyzing, critiquing, and evaluating dance. Responses may be a combination of physical, intellectual, or emotional reactions to dance that is observed or performed.

Essential Standards

There is one Essential Standard in the Responding Strand for Dance (R.1):

- R.1 requires students to use a variety of thinking skills to analyze and evaluate dance. At the middle grades level, students should be able to use dance vocabulary to describe how elements of movement are used to communicate ideas in dance. For example, students may observe two dances of significance that communicate meaning (e.g. Alvin Ailey's "Revelations" and Martha Graham's "Lamentations"), then compare the dances by accurately describing how each choreographer used the elements of movement within each dance to communicate ideas and meaning.   Students use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance. Students interpret the meanings of dances created by peers and others, for example, by observing dances created by peers and professional choreographers and interpreting the meaning in each dance. Students use multiple perspectives and criteria in evaluating dances. For example, students may create a set of personal criteria for what makes a "good dance" and apply those criteria to respond to a dance, comparing their judgments to those of peers, and discussing the basis for similarities and differences.

Responding (R)

Essential Standard	Beginning	Intermediate	Proficient	Advanced
R.1 Use a variety of thinking skills to analyze and evaluate dance.	B.R.1.1: Explain how elements of movement and choreographic structures are used to communicate ideas in dance. B.R.1.2: Recognize the use of dance elements and choreographic forms and structures in a variety of significant, modern dance works from the 20th century to the present.	I.R.1.1: Use accurate terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dances. I.R.1.2: Explain the influence of the choreographer's vision and intent on the creative process in dance.	P.R.1.1: Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning. P.R.1.2: Compare the choreographer's intent and the audience members' interpretation of meaning.	A.R.1.1: Critique dances in terms of multiple aesthetic and cultural criteria. A.R.1.2: Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking (What does this mean a child will know and be able to do?)

The Responding Strand

Responding refers to reacting, either in writing, verbally, kinesthetically, or through other modalities or combinations of modalities, to dance. Response requires the use of skills such as observing, describing, analyzing, critiquing, and evaluating dance. Responses may be a combination of physical, intellectual, or emotional reactions to dance that is observed or performed.

Essential Standards

There is one Essential Standard in the Responding Strand for Dance (R.1):

- R.1 requires students to use a variety of thinking skills to analyze and evaluate dance. At the high school level, students should be able to analyze how the major movement ideas, elements, and structures of dances are developed to create meaning. For example, students may select a personal dance or a historically significant dance to "deconstruct," analyzing the use and development of the following artistic components: selection and use of movement elements, choreographic structures and processes, choreographer's aesthetic perspective (artistic influences, personal beliefs, style/genre etc.), and environment or setting (contemporary, historical, political, social, economic etc.). Students critique dances in terms of multiple aesthetic and cultural criteria and can explain the influence of the choreographer's vision and intent on the creative process in dance. For example, students may identify contrasting perspectives regarding what makes a dance interesting, drawing on different personal and cultural perspectives, then critique the same dance using these different perspectives, and draw conclusions about the effect of such perspectives on audience responses to dance. Students may perform dances for each other and compare the viewer's interpretations with interviews of the choreographer(s) to discover the intended meaning of the dance. Students use accurate terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dances. For example, students may compare two dances in terms of major ideas, movement elements, and choreographic structures. Using dance terminology, students describe the genre or style of each dance, the use of movement elements and choreographic structures, and the similarities and differences in how these movement components were used to communicate ideas in each dance.

Connecting (C)			
Essential Standard	Kindergarten	1ˢᵗ Grade	2ⁿᵈ Grade
C.1 Understand cultural, historical, and interdisciplinary connections with dance.	K.C.1.1: Use dance to illustrate how people express themselves differently. K.C.1.2: Recognize connections between dance and concepts in other curricular areas.	1.C.1.1: Recognize how dance is used in customs and traditions of various cultures. 1.C.1.2: Understand connections between dance and concepts in other curricular areas.	2.C.1.1: Exemplify dance representing the heritage, customs, and traditions of various cultures. 2.C.1.2: Understand connections between dance and concepts in other curricular areas.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades K-2 Unpacking (What does this mean a child will know and be able to do?)

The Connecting Strand

Connecting refers to applying knowledge of dance in relation to history, culture, heritage, other content areas, ideas, skills (including 21st century skills) and life-long learning.

Essential Standards

There is one Essential Standard in the Connecting Strand for Dance (C.1):

- C.1 requires students to understand cultural, historical, and interdisciplinary connections with dance. At the early elementary level, students should be able to use dance to illustrate how people express themselves differently. Students exemplify dance representing the heritage, customs, and traditions of various cultures. For example, students may discuss the location, climate, culture, and dancing styles of various countries and participate in teacher-led explorations of cultural and traditional dances from various regions. Students illustrate connections between dance and concepts in other curricular areas. For example, students may discuss and explore positional words (like behind, beside, around) and find ways to perform them in various movement phrases. Students may discuss the concept of opposites (antonyms) and perform a teacher-led exploration using words such as left/right, up/down, open/close. Students generate a list of antonyms and create short dance phrases based on opposite movements.

	Connecting (C)		
Essential Standard	3rd Grade	4th Grade	5th Grade
C.1 Understand cultural, historical, and interdisciplinary connections with dance.	3.C.1.1: Exemplify how dance is used by various groups for artistic expression within the local community. 3.C.1.2: Exemplify connections between dance and concepts in other curricular areas.	4.C.1.1: Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina. 4.C.1.2: Exemplify connections between dance and concepts in other curricular areas.	5.C.1.1: Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States. 5.C.1.2: Exemplify connections between dance and concepts in other curricular areas.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 3-5 Unpacking (What does this mean a child will know and be able to do?)

The Connecting Strand

Connecting refers to applying knowledge of dance in relation to history, culture, heritage, other content areas, ideas, skills (including 21st century skills) and life-long learning.

Essential Standards

There is one Essential Standard in the Connecting Strand for Dance (C.1):

- C.1 requires students to understand cultural, historical, and interdisciplinary connections with dance. At the upper elementary level, students should be able to exemplify how dance is used by various groups for artistic expression within the local community. Students understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina and the United States. For example, students may learn the purpose of a NC cultural form, such as Appalachian dance, and participate in teacher-led explorations of common formations and movements used in line dances, circle dances, and clogging techniques. Students use the acquired skills to choreograph a patterned "folk dance" phrase. Students may discuss the role of dance in America's history and perform several different social dances from throughout American history. Students exemplify connections between dance and concepts in other curricular areas. For example, students may discuss two-dimensional and three-dimensional design and create formational designs in the space that represent both. Students may participate in a class discussion comparing the choreographic process to the writing process. In groups, students use the steps of the writing process to create a dance sequence that tells a story.

Connecting (C)			
Essential Standard	6th Grade	7th Grade	8th Grade
C.1 Understand cultural, historical, and interdisciplinary connections with dance.	6.C.1.1: Understand dance 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). 6.C.1.2: Exemplify connections between dance and concepts in other curricular areas. 6.C.1.3: Understand how dance promotes health and physical well-being. 6.C.1.4: Identify the various roles a person may play when putting together and presenting a dance production.	7.C.1.1: Understand dance in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present. 7.C.1.2: Exemplify connections between dance and concepts in other curricular areas. 7.C.1.3: Explain how to promote health, physical safety, and reduced risk of injury through dance. 7.C.1.4: Identify dance and dance-related careers.	8.C.1.1: Understand the role of dance in North Carolina and the United States in relation to history and geography. 8.C.1.2: Exemplify connections between dance and concepts in other curricular areas. 8.C.1.3: Design personal strategies to improve health and well-being through dance. 8.C.1.4: Explain the implications of career pathways and economic considerations when selecting careers in dance.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

Grades 6-8 Unpacking (What does this mean a child will know and be able to do?)

The Connecting Strand

Connecting refers to applying knowledge of dance in relation to history, culture, heritage, other content areas, ideas, skills (including 21st century skills) and life-long learning.

Essential Standards

There is one Essential Standard in the Connecting Strand for Dance (C.1):

- C.1 requires students to understand cultural, historical, and interdisciplinary connections with dance. At the middle grades level, students should be able to understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the present. For example, students may explore the origins of dance from pictures or literature of ancient times, such as drawings on cave walls and sculptures. Students may participate in a variety of dances created after 1450, and trace the evolution of their purposes and use over time. Students understand the role of dance in North Carolina and the United States in relation to history and geography. For example, students may research and perform several dances in North Carolina from different cultural groups, geographic locations, or historical periods, and identify how each dance was connected to its people, place, and time. Students exemplify connections between dance and concepts in other curricular areas. For example, students may 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. Students are able to explain how to promote health, physical safety, reduced risk of injury, and well-being through dance. Students explain the implications of career pathways and economic considerations when selecting careers in dance. For example, students may research dance careers in order to answer the following questions: What does a person in this career do? How good is the job market? What preparation is required? What is the expected salary range?

	Connecting (C)			
Essential Standard	Beginning	Intermediate	Proficient	Advanced
C.1 Understand cultural, historical, and interdisciplinary connections with dance.	B.C.1.1: Use dance to explore concepts in *w*orld history and relate them to significant events, ideas, and movements from a global context. B.C.1.2: Identify how other arts disciplines are integrated into dance creation and performance. B.C.1.3: Explain how health and nutrition enhance dance ability. B.C.1.4: Identify various dance-related professions.	I.C.1.1: Use dance to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence). I.C.1.2: Integrate ideas and images from other disciplines to inspire new approaches to dance study. I.C.1.3: Identify health issues, strategies, and tools affecting the health, well-being, and care of the dancer's body. I.C.1.4: Summarize the advantages and disadvantages of dance as a vocational, educational, and professional choice.	P.C.1.1: Understand the role of dance in US history. P.C.1.2: Interpret dances from a variety of cultures and historical periods. P.C.1.3: Evaluate personal actions, commitment, and discipline necessary to achieve dance goals P.C.1.4: Create interdisciplinary projects integrating dance and other disciplines.	A.C.1.1: Interpret dance from personal, cultural, and historical contexts. A.C.1.2: Differentiate the dance style of important twentieth- and twenty-first century choreographers. A.C.1.3: Explain the impact of lifestyle choices, self-concept, cultural media, and social environment on dancers. A.C.1.4: 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.

Note: Clarifying objective numbers do not necessarily articulate across grade levels.

High School Unpacking (What does this mean a child will know and be able to do?)

The Connecting Strand

Connecting refers to applying knowledge of dance in relation to history, culture, heritage, other content areas, ideas, skills (including 21st century skills) and life-long learning.

Essential Standards

There is one Essential Standard in the Connecting Strand for Dance (C.1):

- C.1 requires students to understand cultural, historical, and interdisciplinary connections with dance. At the high school level, students should be able to use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. For example, students may use dance to explore events, ideas, and movements in world history, such as the relationship between Isadora Duncan and the women's suffrage movement. As students explore modern dance history, they should connect the concepts in history to the types of movements, genres, or themes within the repertoire that they study. Students use dance to explore concepts of civics and economics. For example, students may create a short choreographic study based on concepts related to the responsibility of individuals in a democracy and describe how the dance illuminates the concepts. They can explain the role of dance in United States history. For example, students may study dance styles from Vaudeville to Hip Hop and create a "Dancing through the Decades" performance. Discuss how the dance styles reflected other events during these decades. Students interpret dance from personal, cultural, and historical contexts. Students differentiate the dance style of important twentieth and twenty-first century choreographers. Students are able to explain the impact of lifestyle choices, self-concept, cultural media, and social environment on dancers. They can identify skills and qualities leading to success in the dance field and in life, such as responsibility, adaptability, organization, communication, project management, and time management. Students integrate ideas and images from other disciplines to inspire new approaches to dance study and create interdisciplinary projects integrating dance and other disciplines. For example, students may generate choreography using multi-media components, such as special lighting, costume design, photography, music, and voice, and then create a multi-media work (live dance or film) based on a theme from literature, using technology and spoken text as well as movement.